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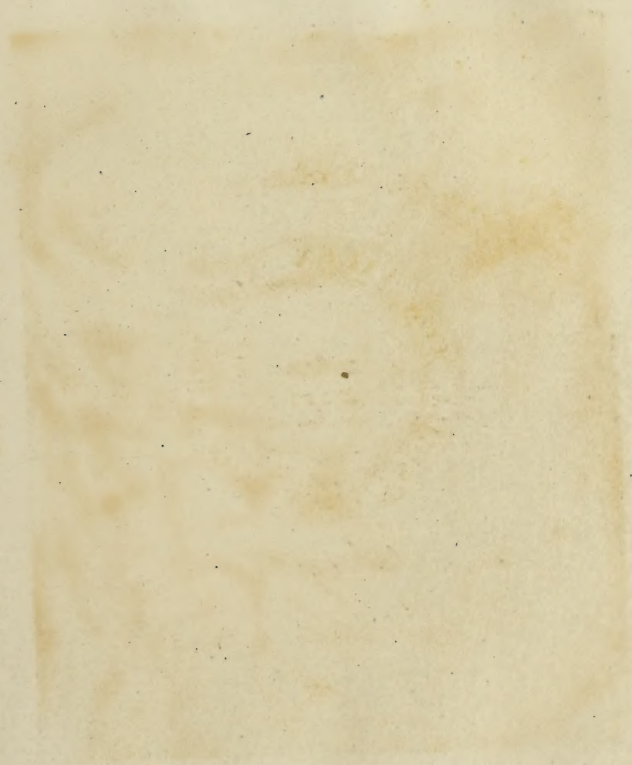
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AMERICAN ANNALS
OF THE
DEAF AND DUMB,

EDITED BY
LUZERNE RAE,

UNDER THE DIRECTION OF
W. W. TURNER, OF CONNECTICUT, H. P. PEET, OF NEW YORK,

J. S. BROWN, OF INDIANA,

EXECUTIVE COMMITTEE.

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AMERICAN ANNALS

DEAF AND DUMB

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AMERICAN ANNALS
OF THE
DEAF AND DUMB.

VOL. V., NO. I.

OCTOBER, 1852.

STATISTICS OF THE DEAF AND DUMB.

BY HARVEY P. PEET, LL. D.

My attention has been, by various circumstances, recently drawn to the subject set forth in the heading of this paper; and I have taken pains to procure from the Census Office such Tables as could be furnished, from the returns of the last Census, respecting the deaf and dumb. Some of these Tables, so far as I know, have not yet been made public, and though by no means as full and complete as we could wish, yet by comparison with the results of European enumerations, and with the returns of the Census of 1830 and 1840, some conclusions can be formed, not without interest and value, to those interested in the deaf and dumb.

It is greatly to be regretted that Congress has not yet authorized the printing of the List of all the Deaf and Dumb in the Union, as asked for by the memorial presented in pursuance of a resolution of the Convention of 1850, and there is some reason to fear, (judging from the report of the committee on printing the Census,) that the printing of this most interesting and valuable document may finally be refused. There is reason to hope, however, that if it be not printed, a manuscript copy may be obtained from the Census

Office ; in which case, at least the results of a careful examination of it will be made public in due time.

In the mean while, I have been obliged to content myself with the tables obligingly furnished me from the Census Office, which exhibit no smaller subdivisions than states, and in the classification of the deaf and dumb, though better adapted to the purposes of comparison than that adopted in the two former enumerations, is far from being as minute as could be desired. One of these Tables, which has been published in the National Intelligencer, and thus has become generally accessible, gives the number in each state, of the deaf and dumb, blind, insane and idiotic, distinguished according to sex, and whether white, free colored, or slaves. The other Table, which has not, as I am aware, yet been published, includes the deaf and dumb only, in two separate statements, first, classed as white and free colored, and each again distinguished as male and female, and as under ten; ten and under thirty; thirty and under seventy, and seventy and upward. Columns had been set apart for those unable to read and write, but no figures are found in them. In the second part of this Table, all the free (white and colored included together and the sexes not distinguished) are classed as born in the state, born in the United States, born in foreign countries, and place of birth unknown. Respecting the slaves deaf and dumb, a statement is given of their ages only.

The whole number returned, as "*born in the state*," is 6,937; "*born in the United States*," 1,959; "*born in foreign countries*," 567; place of birth unknown, 151, of whom 112 were returned from Illinois, probably nearly all by the neglect of a single assistant marshal. Of the 1,959, about 210 or 220 are known to have been attending school out of their own state, to which nearly all of them will return, leaving only about 1,740 who really resided in a state not their native state; or less than one emigrant to four who remained at home. The classification of the general population in respect to place of nativity has not yet been completed. When it is made public, we shall be able to say positively what proportion of deaf mutes are found among emigrants. That

their proportion is probably smaller than among those who remain at home, I shall presently show from other considerations. I will here only remark that the number of deaf mutes of foreign birth is only about one-seventeenth of the whole, (slaves not included,) and as there have been more than a million and a half of immigrants landed in the country within the last ten years, and more than three-quarters of a million within the preceding ten, it may safely be estimated that the population of foreign birth is much more than one-seventeenth part of the whole free population.

Neither has the classification of the general population according to age yet been completed. In order to compare the numbers of the deaf and dumb of the several ages embraced in the official Table with the whole population of the same age and color, I have been obliged to estimate the numbers of the present population of the different ages as in the same proportion that they were in the same states in 1840; which, though not strictly accurate, will, it is believed, be found very nearly so. With these preliminary remarks, I pass to the proposed brief examination of the statistics of the deaf and dumb.

It is only since the instruction of the deaf and dumb began to attract general attention, and to receive the aid of governments, a period comparatively very recent, that any enumerations of this class of population have been made. Consequently the statistics of the deaf and dumb are yet very imperfect. Something, however, has been done, both by order of governments and by the conductors of institutions who have kept records respecting their pupils, within the last thirty years, and the materials thus collected already present a respectable bulk, and give promise of permanent value.

One result of the different enumerations made is that, as far back as they extend, (only twenty-five or thirty years at most,) the number of deaf mutes in a given country is not found to vary greatly from a certain proportion to the population of the country. Whatever the causes of deafness may be, they are found so far constant that, in any popu-

lous and long-settled district, the proportion of deaf mutes seldom varies greatly from one period to another. And though different countries, or differently circumstanced districts of the same country, may vary very considerably in their proportions of deaf mutes, yet even this variation has its limits. A few extreme cases excepted, there is, I believe, no country inhabited by Europeans or their descendants, in which, in a population of a million, there are less than three hundred and fifty deaf mutes, or more than about eight hundred.

Of the extreme cases that have been referred to, the most remarkable are presented by certain districts of Switzerland, and the adjoining Duchy of Baden in Germany. The Canton of Berne contained, in 1836, 1,954 deaf mutes in a population of 401,000, nearly one deaf mute in every two hundred souls. In that country, deaf-dumbness seems often connected with, or complicated by the greater infirmity of *cretinism*, so prevalent in many parts of Switzerland.

Throughout Germany, with the exception of Baden, where the proportion of deaf mutes is said to be as high as one in five hundred souls; the proportion, in any considerable district, only varies from one in 1240 souls in Wirtemberg, to one in 2180 in Saxony. And I believe there are no countries in which deaf mutes have yet been enumerated, Switzerland and Baden excepted, in which the proportions much transcend these limits, whether on the one side or on the other.

Prussia seems to represent nearly the mean proportion, both of Germany and of Europe, having about one deaf mute in every 1550 souls. And this proportion being found nearly the average of all the countries in which enumerations of the deaf-mute population have yet been made, has been assumed to represent the general proportion in the whole human family, thus enabling us to estimate that, at a very moderate computation of the population of the world, there must be at least half a million of our fellow-beings bereft of the faculties of hearing and speech. It must be remembered, however, that, with the single exception of the colored pop-

ulation of the United States, enumerations of deaf mutes have only been made among nations of European races. Among the Asiatic, African, and aboriginal American races, the results may prove quite different. A few years since, the Rev. Samuel R. Brown, formerly a teacher of the deaf and dumb in the New York Institution, and then a missionary in China, made particular inquiry in that country for deaf mutes, but never met one, and could only hear of one case. Blindness, however, was very common in the celestial empire. I shall by and by show that in our own country, deaf-dumbness is less prevalent among the African race than among the whites, while with blindness, the cases are reversed. It would not be surprising if the same peculiarity—greater liability to deafness and less to blindness, should hereafter be found to characterize the white races, when data shall have been obtained for comparing them in this respect with the other great divisions of the human family.

I may here add that from the returns of the late Census, insanity is more prevalent than idiocy among the whites, and idiocy more prevalent than insanity among the blacks, another marked characteristic of the races, which I leave to the consideration of those who have made physiology a study.

Speaking of the greater liability of one race than another to certain infirmities, it may be observed, that it would not be surprising if different families of the European stock should be found liable in different degrees to the loss of hearing, the Teutonic races, for instance, more than the Celtic; but this is a point which must be left to the result of future investigations, no data now existing for forming a satisfactory judgment on it. But as the first enumeration of the deaf and dumb of Ireland has just been made at the instance of Dr. Wilde, of Dublin, who will spare no pains to make the returns accurate and comprehensive, when the results are made public, they may, perhaps, by comparison with enumerations made in this and other countries where Teutonic races prevail, enable us to form satisfactory conclusions on this as well as on many other points of interest.

That a liability to deafness should run through a whole race, need not surprise us, for deafness certainly *runs in families*. And though perhaps only one in fifty of deaf-mute heads of families may have deaf-mute children, yet they are more liable to have such children, other causes being equal, than heads of families who have no family predisposition. Cases are recorded, though rare, in which deafness has appeared in certain families through three generations.*

The inquiry respecting the liability of different races to deaf-dumbness is quite a novel one; but greater attention has been paid to the question of the influence of climate and of modes of living on the prevalence of this infirmity. Switzerland, where the proportion of deaf mutes is excessively great, is a cold, mountainous and humid region. Saxony and Belgium, where this proportion is small, are comparatively level, dry and fertile. Warm countries, as Tuscany, appear to contain, on the whole, a smaller proportion of deaf mutes than cold countries, as Denmark and Scotland, but the difference is not great, nor very uniform. Still it is very probable climate has an important influence on the prevalence of deafness, though among the many causes that may influence the proportion of deaf mutes in a given district, it is difficult to judge how much of the result is due to each.

Hence it is that no satisfactory conclusions can be formed from the proportions in districts of small population. It is only by collecting together a number of districts similar in climate, elevation, or other circumstances, so that the operation of other causes may nearly balance each other, and the influence we wish to investigate run through the whole, or be manifestly deficient in the whole, that we can confidently pronounce on the effect of such influences. Such a laborious comparison of Census returns to any extent has never yet been made, but it is in contemplation to attempt it in part, when we are in possession of the list of the deaf and dumb in the United States. Meantime from the general statement we have, some conclusions may be formed not wholly uninteresting or uninteresting.

*Twenty-eighth Report of the American Asylum, p. 41.

The value of the enumerations of the deaf and dumb made in this country, before the last made in 1850, has been greatly impaired, both by the scantiness of the particulars noted, and by the carelessness of the returning officers. The most remarkable instance of this carelessness is in the fact that many white deaf mutes must, in 1830 and 1840, have been placed in the column appropriated to colored deaf mutes; (we have noted colored deaf mutes returned from certain towns from which no colored population was returned;) the effect of which was to propagate widely what now proves to be a very erroneous idea, that deaf mutes were far more numerous, proportionally, among the colored population of the northern states than among the whites. The last Census (in taking which a line was given to every individual noting the color, sex, age, etc., of each opposite his or her name) has set this right, and shown that in fact the proportion of deaf mutes, as I have already remarked, is much smaller among the free colored people than among the whites, the case with the blind being just the reverse. Among the slaves the proportion of deaf mutes is still much smaller. There may be here some reason to distrust the accuracy of the Census, as we can hardly imagine the master or overseer of a large number of slaves as ready and accurate in giving a description of each, as the head of an ordinary family in giving a description of each member of the family, and the smallest proportion of deaf mutes returned among the slaves is in those states where they are owned in the largest numbers by few masters. Still it would be quite consistent with the theory of the greater liability of the white race to deafness to find the free colored, who have in general, a larger admixture of white blood, more liable to that infirmity than the slaves. The difference between these two classes may be owing in part to this, and in part to the greater inaccuracy of the enumeration of the slaves.

Besides the influence of climate and of race, it has been held that a want of physical comforts and of enlightened care in infancy, tends to increase the prevalence of deafness as of other infirmities. It has been believed that deafness is more

common, in proportion to numbers, among the poor who inhabit uncomfortable and unwholesome dwellings, and take comparatively little care of the wants of their children, than among the more intelligent and better provided classes. On this point, however, we have as yet, little definite statistical information. The great apparent proportion of deaf mutes among the free people of color used to be cited in confirmation of this theory, as this class of population are generally among the poorest and worst lodged; but as we have seen, this proves to be a mere error in the returns. And the fact that the smallest proportion of deaf mutes is returned from great cities where poverty is found in the most miserable extremes, is certainly unfavorable to the theory under consideration. It may be, indeed, that the returns from cities are more inaccurate than from country districts, but we may also suppose that in the great mortality among children in cities and in unhealthy localities, deaf and dumb children, or those liable to become so, being probably below the average in soundness of constitution and tenacity of life, perish more readily than others.

In examining the returns of the Census, I will not go into the details of each state. The population of some of the states is too small to make the proportion of deaf mutes of much statistical value, and moreover, in the several New England states, this proportion is greatly affected by the fact that a large proportion of their deaf mutes were absent from the families to which they belong, being collected into one school at Hartford. A like circumstance affects the proportion in the middle states, though to a less degree. I shall therefore class the states in sections, so arranged as to place together those most alike in certain circumstances.

For the purpose of comparing the last Census with the former ones, I shall, for the convenience of availing myself of calculations previously made, class the states as 1, New England; 2, The four Middle States, New York, New Jersey, Pennsylvania and Delaware; 3, The North Western States, from Ohio to Iowa; 4, The Southern Atlantic States from Maryland to Georgia; 5, The South Western and extreme Southern from Florida to Missouri; 6, The extreme

Western which appear for the first time in the last census in two divisions, first Texas and New Mexico, second California and the Territories. For the purpose of comparing different sections of the Union together, I shall presently make a different division of the states.

The annexed Table exhibits the numbers and proportion to the whole population of the same color of the white deaf and dumb at each census in each of the six or seven great sections of the Union just defined.

T A B L E I.

STATES.	1830			1840			1850		
	White Population.	Whole D & D	Ratio.	White Population.	Whole D & D	Ratio.	White Population.	Whole D & D	Ratio.
New England,	1,933,338	1,074	1-1800	2,212,165	1,194	1-1854	2,705,772	1,504	1-1799
Four Middle States,	3,541,430	1,842	1-1923	4,465,154	2,029	1-2201	5,845,449	2,750	1-2125
Six N. W. States,	1,454,135	648	1-2244	2,938,307	1,057	1-2780	4,671,381	2,163	1-2160
Total Northern States,	6,928,903	3,564	1-1944	9,615,626	4,280	1-2247	13,222,602	6,417	1-2060
Five S. States and D. C.	2,040,463	1,115	1-1830	2,240,991	1,252	1-1790	2,701,277	1,483	1-1821
Eight S. W. States,	1,562,674	684	1-2284	2,332,601	1,150	1-2028	3,297,574	1,486	1-2220
Total Southern States,	3,603,157	1,799	1-2003	4,573,592	2,402	1-1904	5,998,851	2,969	1-2020
Texas and New Mexico,	.....	...	...	.....	...	...	215,630	77	1-2800
California, Utah, Ore- gon and Minnesota, }	.....	...	...	.....	...	...	193,655	6	1-52,276
Total of the U. S.	10,532,060	5,363	1-1964	14,189,218	6,682	1-2123	19,630,738	9,469	1-2079
Total Atlantic States,	7,515,251	4,031	1-1864	8,918,310	4,475	1-1993	11,252,498	5,737	1-1961
Total Western States and Territories.	3,016,809	1,332	1-2250	5,270,908	2,207	1-2388	8,378,240	3,732	1-2245

From this Table it will be seen that the proportion of deaf mutes, in each great section of the Union, has remained tolerably uniform. In New England, it has, within the twenty years, varied only between 1·1799 and 1·1854; in the Southern Atlantic states, only between 1·1790 and 1·1830; in the Middle states, between 1·1923 and 1·2201; in the South-western states, between 1·2028 and 1·2220. The greatest disturbance of the ratio has been in the North-western states, where it was 1·2244 in 1830, 1·2780 in 1840, and 1·2160 in 1850. This fluctuation of the proportion of deaf mutes in the North-western states, I am hardly prepared to account for. It may be owing, in part, to an unusual inaccuracy in taking the census of 1840 in these states; and in part, to unknown causes by which deafness may have been rendered more prevalent in that region since about the year 1835 than between 1825 and 1835. This is a point that demands some examination.

There seem to be certain periods when deafness becomes in a small degree epidemic in a certain district. Hence we find an increase in the proportion of deaf-mute children, not as I shall hereafter explain, at the census taken while those children are in early infancy and the deaf-mutism of many of them yet unrecognized, but at the next succeeding census. At the third census the proportion generally decreases; and if the epidemic period be not repeated, it settles down to the average or below it. Thus, in New Jersey there was in 1830, one deaf mute to 1,352 souls; in 1840, one to 1,953, and in 1850, only one to 2,220.* The decrease in the north-western states, between 1830 and 1840, may be owing, besides the supposed inaccuracy of the census, to the great emigration into that region, there always being a smaller proportion of deaf mutes in a population composed of recent immigrants than in a stationary population; and the increase of the last census can only be ascribed, to one of these epidemic periods, probably occurring between 1830 and 1840, though not affecting the census till 1850.

*The numbers in each case corrected by allowing for deaf mutes then attending schools out of the state.

Among the causes that make deafness more prevalent at certain periods than at others, are various diseases, as scarlet fever, small-pox and measles, in the case of accidental deafness; and in cases of congenital deafness, maternal anxiety, to which many cases are ascribed, with what degree of truth it would be presumptuous now to judge, may sometimes become epidemic. At least there are certain years in which the nervous system of females is rendered more than usually excitable, and shocks that may have a deleterious influence on the offspring are more common. This is particularly the case in a country that is the seat of war. Many mothers in France have ascribed the infirmity of their congenitally deaf children to alarms sustained during the invasion of France by the Allies in 1814 and 1815, and its subsequent occupation. When we are able to make out a more minute statement of the ages of our deaf-mute population than we yet possess, we shall examine whether a proportion larger than the average seems to have been born in time of war. It should be added, that some of the diseases that destroy the sense of hearing may operate before birth, and it is possible, these diseases may have certain periods of prevalence.

Another cause which has been assigned for the birth of deaf-mute children in many cases—viz., the intermarriage of near relatives, can only be verified by an extensive inquiry into individual cases; and not from the usual returns of a census. The data we now possess are not sufficient to enable us to form any satisfactory conclusions on that point.

Before examining whether the returns throw any light on the influence of climate on the proportion of deaf mutes, it is necessary to attend to the influence of emigration. I have already remarked that a population composed chiefly of recent immigrants generally presents a small proportion of deaf mutes. This is strikingly exemplified in California, and the recently settled territories, which only present six deaf mutes in a population of 193,000, and the Table already given shows that, while the Atlantic states taken together have one deaf mute in 1,961 souls, the western and south-western have only one in 2,245. But to show more clearly

the influence both of emigration and of climate, we will arrange the states, leaving out the extreme west, in a somewhat different order. The six New England states may remain together; but the Middle states we will extend to the Potomac by adding Maryland and the District; annex Missouri to the north-western section; form a new section under the name of central states, to comprise Virginia, Kentucky, North Carolina, South Carolina and Tennessee, and class together the remaining southern and south-western states, including Texas, as extreme southern states.

TABLE II.

Census of 1850.

SECTIONS.	White		D. & D.		White		Blind.		White Insane.		White Idiots.	
	No.	Ratio.	No.	Ratio.	No.	Ratio.	No.	Ratio.	No.	Ratio.	No.	Ratio.
6 New England,	2,705,772	1,504	1.1799	1,201	1.2253	3,796	1.716	2,368	1.142			
5 Middle states,	6,302,066	2,961	1.2128	2,439	1.2584	5,308	1.1137	3,870	1.1630			
11 S. N.E. Poto.,	9,007,838	4,465	1.2018	3,640	1.2475	9,104	1.990	6,238	1.1444			
7 N. W. states,	5,263,458	2,407	1.2186	1,645	1.3200	2,444	1.215	3,314	1.1588			
5 Central states,	3,241,803	1,881	1.1729	1,881	1.1729	2,517	1.1288	3,329	1.974			
7 Ext. S. states,	1,862,454	682	1.2731	731	1.2548	873	1.2110	1,301	1.1431			

By comparing the New England with the north-western, and the central with the extreme southern, we see the influence of emigration, which, it will be observed, is even greater in the case of the blind than of the deaf and dumb. In other words a smaller population of adult deaf mutes, and of families containing deaf-mute children are tempted to emigrate than of the general population, and of the blind a still smaller proportion.

And by comparing the states north-east of the Potomac and north-west of the Ohio with the extreme southern states, we see the influence of climate. In the former the deaf and dumb are more numerous; in the latter, lying much more under the sun, the blind are more numerous. In the central states, the relative influence of climate on the proportion of the deaf and dumb and of the blind appears to be balanced, for in those states the numbers of those two classes are equal.

And though it is aside from the purpose of this paper, it

may not be without interest to add in passing, that insanity is proportionably more prevalent at the north and particularly at the east, and idiocy at the south and west.

In the following Table we have placed in contrast the white and colored races.

TABLE III.

POPULATION.	Deaf & Dumb		Blind.		Insane.		Idiots.	
	No.	Ratio.	No.	Ratio.	No.	Ratio.	No.	Ratio.
Whites, 19,630,738	9,469	1·2073	7,997	1·2455	15,156	1·1295	14,230	1·1384
Free colored, 428,661	145	1·2956	494	1·867	321	1·1335	436	1·983
Slaves, 3,204,089	489	1·6552	1,211	1·2646	291	1·11011	1,040	1·3081
Total colored, 3,632,750	634	1·5730	1,705	1·2131	612	1·5936	1,476	1·2461

I have already remarked on the probable greater inaccuracy of the returns with respect to the slaves than with respect to either of the other classes. In South Carolina, where the slaves far outnumber the whites, there are returned upon a slave population of nearly 385,000, only fifteen deaf mutes, fifty-two blind, nine insane, and fifty idiots. On the other hand in the adjoining state of North Carolina, with a slave population of only 288,412, there are returned slaves deaf and dumb fifty-two, blind 117, insane twenty-four, idiots 138, in each case from twice to thrice the number, and from two and a half times to five times the proportion. It is not easy to imagine any other cause for this excessive difference between two adjoining states, than the greater inaccuracy of the census, when it relates to slaves, collected in large bodies on a few plantations.

Allowing for this inaccuracy, we shall find blindness and idiocy, as I have already remarked, more prevalent among the colored races than among the whites, and deafness and insanity less so. Why this should be so, and why the proportion of insane among the slaves should be so small as after making every allowance it must be, are questions which I am not now prepared to discuss, but would suggest them to physiologists as interesting topics of inquiry.

The proportion between the sexes of each class under consideration is a subject of some interest. Among the popu-

lation at large, the males exceed the females in the ratio of about twenty-five to twenty-four, but among the deaf and dumb, the males are to the females nearly as five to four. Similar results have been presented by European enumerations. Among the blind and the idiotic, the disproportion of males is still greater, being as four to three; but among the insane, the sexes are nearly equal. I may add that even in countries where the total female population exceeds the male, the male deaf mutes have been found far to outnumber the females.

I will detain the reader upon but one other topic connected with the census returns, the ages of the deaf mutes returned. This is a point of considerable importance, going to show that probably one-half or more of the deaf mutes, under ten years of age, were unrecognized or overlooked. I have already remarked that not having yet obtained a statement of the ages of the general population according to the last census, I have considered it to be sufficiently accurate for my purpose to assume, that the proportion of the different ages does not differ materially from the proportion of the same ages in 1840.

In the Table which has been obligingly furnished me from the Census Office, there must be a serious error in the number returned as over seventy, for one-half of the whole number over that age, are returned from two states, Massachusetts and Pennsylvania; and I know of no causes to collect aged deaf mutes in those two states. The effect is, to make the number of deaf mutes in Massachusetts, over seventy years of age, more than one-tenth of the whole, and in Pennsylvania, more than one-eighteenth. Such proportions, being four times as great as the proportion of persons of seventy and upward in the general population, are utterly incredible. I can only account for this result by supposing, that some of the assistant marshals, in each of the two states, have erroneously returned, as deaf and dumb a number of old people who had merely become deaf by age. The proportions of deaf-mute septuagenarians in the other twenty-nine states do not but little exceed the proportion of persons of the same

age among the whole population; but as the error just considered may have had some influence in the other returns too, we must accept very cautiously the favorable view of the comparative longevity of the deaf and dumb which is presented on the face of the returns.

I will, therefore, include in one sum deaf mutes between thirty and seventy, and those over seventy. Computing the whole population of the same color, sex and age, as being in like proportion to the total population of that color as it was in 1840, we have :

TABLE IV.—WHITES.

1. Males.

	Population.	Deaf & Dumb.	Ratio.
Under ten,	3,174,500	888	1.3570
Of ten to thirty,	4,092,100	2,634	1.1550
Above thirty,	2,762,000	1,638	1.1700
2. Females.			
Under ten,	3,029,800	720	1.4200
Of ten to thirty,	3,987,600	2,082	1.1930
Above thirty,	2,584,000	1,400	1.1750

[N. B. Seventy-one males and thirty-six females were returned from Illinois, whose ages were not given.]

From this Table it appears, that the proportion of deaf mutes, returned as under ten, is with each sex considerably less than half as large as the proportion between ten and thirty. This result is nearly uniform in every district of considerable population, wherever enumerations of deaf mutes have been made, whether in America or Europe.* To put the point in a clearer light, we will compare the present number of deaf mutes over ten years of age with the whole number returned ten years ago.

White deaf and dumb, present number over ten, 7,754

White deaf and dumb, whole number returned in 1840, 6,682

Increase, 1,072

* See Eighteenth Report of the N. Y. Institution, page 59, and Twenty-third Report, page 19 and sequel.

If the ages of the 107 from Illinois just mentioned were known, this difference would be found still greater, at least 1,150.

The present white population over ten is estimated at,	13,426,200
Whole white population in 1840,	14,189,200

Decrease in ten years,	763,000
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It is impossible to ascribe the increase in the number of the deaf and dumb above shown, to emigration from abroad, for in 1850, the whole number of deaf mutes returned as of foreign birth including those under ten, and those who were in the country before 1840, was only 567, hardly half the increase; and we have just seen that the emigration of persons born before 1840 has fallen short by three-quarters of a million at least, to balance the loss by death to the whole white population who were living in the United States in 1840.

We have already shown that the gain to the deaf-mute population, by immigration is probably less in proportion than to the general population. It may then be safely assumed, that the number who were living in 1840, should have decreased in 1850 by the excess of deaths over immigration at least one-eighteenth part. And as we find in 1850, about 7,832 over ten, allowing for those in Illinois, we find by this rule, the number in 1840 should have been 8,292, instead of the returned number 6,682, a difference of 1,610, or 24 per cent., which, as the general proportion of deaf mutes to the whole population has but slightly varied, can only be ascribed to the imperfectness of the returns where young children are in question. Allowing a proportional deficiency in the returns for 1850, we shall have,

Number of white deaf mutes returned,	9,669
Add 24 per cent.,	2,272

Approximation to the real number,	11,941
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This estimate may possibly prove rather too high, for if we add the whole 2,272 to the number now returned as under ten it will make the proportion of deaf mutes under that

age 1·1600, whereas the average proportion between the ages of ten and thirty is only 1·1740. To keep on the safe side, therefore, we will only suppose the number under ten ought to be as large in proportion to the population of the same age, as the number between ten and thirty, which would give 3,566 white deaf mutes under ten, instead of 1,608, and make the total of white deaf and dumb 11,377. To this should be added an increase of at least six per cent. for the two years since June, 1850, making the probable present number 12,060.

Applying the same correction to the number returned from my own State, New York, we shall have,

White deaf mutes returned under ten,	181	proportion.	1·4865
Making this proportion equal to the	}	499	“ 1·1770
next, we have,			
Deaf mutes returned between ten	}	726	“ 1·1770
and thirty,			
Deaf mutes returned over thirty,		390	“ 1·2290
Whole number returned, . . .		1,297	“ 1·2351
Number corrected as above, . . .		1,615	“ 1·1888

Only ten colored deaf mutes were returned in a colored population of 47,397. Colored deaf mutes, I need hardly say, are in this and other Northern States as much entitled as the whites to the means of education, and several are, or have been in the New York Institution, and I believe in other Northern institutions.

Applying the same test to New York that has just been applied to the returns from the whole Union, we find that, in 1840, the number of white deaf mutes returned was 1,039. In 1850, there were returned 1,117 above ten years of age, an increase of one-thirteenth part. The whole white population, in 1840, was 2,378,890; the estimated number above ten in 1850, is 2,176,400, a decrease of more than one-twelfth part. If there has been a similar decrease, by excess of deaths and emigration over immigration among the deaf and dumb, in order that there may be 1,117 deaf mutes over ten now, there should have been 1,220 deaf mutes in 1840, instead of the returned number, 1,039; and making a propor-

tional correction in the whole number returned for 1850, we shall have 1,521 white deaf mutes in the State—a smaller number than was just obtained by estimating the proportion under ten to be as great as the proportion between ten and thirty. I am inclined to believe from the number of applicants for admission into the New York Institution, the last estimated number 1,521, is, to say the least, not too high.

The causes of the great deficiency in the number returned as under ten years of age, are, the difficulty of determining in the first year or two, whether the child hears or not, (in fact the conviction that the child is deaf is often only forced on the parents when, at the usual age, it proves unable to learn to speak,) and in the case of children who have become accidentally deaf, yet retaining the ability to utter a few words, the unwillingness of the parents to class them with the deaf and dumb.

It is easy to show that the same causes operate in every State. Taking the six New England States, together, we find, in 1840, white deaf mutes 1,194. In 1850, the number over ten was 1,337, an *increase* of 143, or one-seventh. The whole white population, in 1840, was 2,212,165; the white population over ten in 1850 was not far from 2,009,700, a *decrease* of 202,400, or nearly one-tenth.

In Ohio, the proportion of deaf mutes in the population under ten is only 1.4200; in the population of ten and under thirty, it is at least 1.1500, nearly thrice as great.

The following Table will give these proportions for the few states for which I have found leisure to calculate them.

T A B L E V.

Showing proportions of white deaf mutes to the white population of the same age in 1850.

STATES.	Under 10.	10 to 30.	Over 30.	Total.
New England, . . .	1·4180	1·1740	1·1290	1·1799
New York, . . .	1·4825	1·1770	1·2290	1·2351
Pennsylvania, . . .	1·3060	1·1680	1·1560	1·1871
Virginia, . . .	1·3080	1·1250	1·1230	1·1541
Tennessee, . . .	1·3650	1·2150	1·1960	1·2259
Alabama, . . .	1·4320	1·2160	1·2350	1·2777
Ohio, . . .	1·4200	1·1490	1·2030	1·2083
The Union, Males, .	1·3570	1·1550	1·1700	1·1920
The Union, Females, .	1·4200	1·1930	1·1750	1·2265
Do. both sexes,	1·3889	1·1740	1·1725	1·2073*

Whatever may be the numbers of deaf-mute children, or of those destined to become such, under the age of ten, the returns of the number between ten and thirty may be assumed to be tolerably correct. And judging from the ages of the general population, we estimate as one-sixteenth of those between ten and thirty, the number between twelve and thirteen, (which is the best age of admission into an institution, and the age prescribed in the New York Institution and some others.) According to this estimate, we have calculated for each section of the Union, and for several of the states, the number which, if we propose to educate the whole, should be admitted annually; and the number which, allowing an average continuance of six years, (and less should not be prescribed for deaf mutes of fair capacity,) should now be in school; adding the number actually in school at the date of my last advices.

* It is to be noted that the seventy-one males and thirty-six females in Illinois whose ages are unknown are included in the total.

TABLE VI.

STATES.	Whole D. & D. ten to thirty.	Should be annually admitted.	Should be in School.	Actually in School.	Deficien cy.
New England. . . .	626	39	234	194	1-6
New York,	726	45	273	217	1-5
Pennsylvania,	555	35	210	101	1-2
All the five Middle States, .	1,485	93	558	367	1-3
Virginia,	320	20	120	60	1-2
All the five Central States, .	982	612	369	214	5-12
Seven Extreme Southern,	335	21	126	40	2-3
Seven North-western, .	1,326*	83	498	365	1-4
Ohio,	542	34	204	130	1-3
The whole Union including } California and Territories, }	4,770	298	1,788	1,180	1-3

In New England and the Middle States, the number in school has been corrected by allowing for pupils from other sections of the Union and from the Canadas. In the North-western and Central sections of the Union, it is estimated the number from those sections in Eastern institutions is equal to the number in their schools from the extreme South. The last named section has as yet, but one young and small, but prospering institution, that of Cave Spring, Georgia; but sends several pupils to institutions farther north.

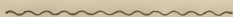
From this Table it appears, that the most ample provision for the education of the deaf and dumb is made in New England and New York; that the Extreme Southern States are those in which there is the greatest deficiency, and next to them, I regret to say, stands Pennsylvania. The Table is probably too favorable to the North-western States, as those states have increased since 1850 more in proportion than the Eastern and Southern States. If we allow for the increase since June, 1850, the deficiency will be still greater, especially in Pennsylvania, and in the North-western and extreme Southern States.

Of the apparent deficiency, however, a part is owing to pupils continuing in school less than six years, in a few cases, because a longer term is not allowed by the State, but in much the greater number, through the selfishness or mistaken

* Of the 107 returned from Illinois, whose ages are not given, half are supposed to be between ten and thirty.

kindness of their friends. If we were to calculate by the number of admissions annually, comparing it with the number given above who *ought* to be admitted annually, we should come nearer to the actual number who do receive more or less instruction. In the New York Institution, for instance, the admissions, not including the readmissions, for three years past have averaged forty-four; and allowing five of these to be from beyond the State, there will remain thirty-nine admissions from our own State annually, a deficiency of only about one-seventh. And as the New York Institution for some years past, has never refused any proper applicants, it may safely be affirmed that means of education are provided for all the deaf and dumb in that great State; who are not kept from school either by physical or mental disease, or by the apathy, ignorance or mistaken fondness of their own natural guardians.

After making every allowance, however, the deficiency in Pennsylvania and in the states farther south and west will still continue deplorably large. I am persuaded that the friends of the deaf mute in these sections of the Union will not rest content to fall so far short of the good end at which we all aim, the restoration to usefulness and happiness and Christianity of all the deaf and dumb. In the Southern and Western States the cause has made most encouraging advances within a few years, and we may well hope the period is not remote when the means of education will be provided for every child in our broad and favored land, whether able to hear and speak, or by a dispensation of Providence, deaf and dumb.



ON THE PROPER USE OF SIGNS IN THE INSTRUCTION OF THE DEAF AND DUMB.

BY THE EDITOR.

THERE is no greater obstacle to progress in any branch of art or science, than a bigoted and unreasoning attachment to *system*. Eclecticism is the only sound philosophy. No man has a right to draw a circle around the spot whereon he

stands, and insist that all within the sweep of his compasses is truth, and all without is error. If one were a god in wisdom and knowledge, he might, indeed, do this; for without doubt there *is* a perfect system or body of truth, having all its parts and members harmonious with each other. The difficulty is that man is *not* infinite, and whenever he attempts to construct a form of faultless symmetry, he is sure to find at last that the image he has built, although not without the glitter of pure gold upon it, is nevertheless part iron and part clay.

The art of instructing the deaf and dumb is yet comparatively new, and it is not to be supposed that we have already reached its last limit of perfection. As we advance along the path of progress, there must be some "undiscovered country" still before us; some higher ground which neither ourselves nor our predecessors have as yet ascended. I can not consent to marry myself to any "system" and abide in it till death, for better or worse; call it French, call it German, call it French-American, or call it what you will. The only proper position for a true man to take is one of perfect independence; whence he can look, with an equal eye, upon whatever comes before him, and receive every applicant for his favor, precisely according to the proofs of positive value which it brings.

In my view, there is no single question of so great practical concern to the members of our profession, as the one which I now propose to consider. We shall all agree, that signs have a place, and a very important place, in the instruction of the deaf and dumb. On this point, at least, there is no difference of opinion among American teachers; and indeed, if the word *signs* is understood, as it should be, to include all attitudes of the body, expressions of the countenance and motions of the limbs, which help to convey the thoughts of one mind to another; I am convinced that there is no one, either in this country or in Europe, who will not admit their value and even their necessity. For the purposes of religious instruction, of discipline, of communication with the whole body of pupils, of *judicious* use in the school-room and elsewhere, the language of signs is an instrument of

convenience which it would be utter folly to reject, even were it possible (as it certainly is not) to do without it.

When certain German teachers profess to discard this language entirely, I suppose that they do not mean to refer at all to such signs and gestures as we call "natural," but only to the "methodical" inventions of the early French masters. By no other supposition can I explain the indubitable fact that there is no man among them who is not compelled to make constant use of natural signs in the instruction of his pupils. The testimony on this point is most abundant. I will only produce a single paragraph from the late excellent work of the Abbé Carton, of Belgium, entitled, *Memoire sur l'Education Intellectuelle des Sourds Muets*. He says, "All institutions [for the deaf and dumb] make use of signs; and when the *Allgemeine deutsche Real-Encyklopedie* attempts to distinguish the French from the German school, by the simple fact that the former employs signs, and the latter, articulation, it assumes a false ground of difference; since the Germans, no less than the French, avail themselves of the help of signs, in teaching the language of words. The reason is plain; there is no other possible method by which this language can be taught, during the first period of the education of the deaf mute." Every one familiar with the facts knows that this statement of Carton affirms the precise truth of the matter. I conclude, therefore, that all teachers of the deaf and dumb, of whatever school or country, agree in this; that signs, in the largest sense of the term, must be employed in the explanation of words; because they are in fact, the only natural interpreters of words.

And let me add here, that if signs are to be used at all, it is very important that they should be made with distinctness, naturalness, gracefulness and dignity. I would not have them employed, as they now too often are, in such a manner as to reveal, most painfully, the monkey element in man. Those contortions of the countenance and of the body in which so many of our pupils indulge, should be prevented in every possible manner, as half ludicrous and half disgust-

ing; and the teacher should be careful also, that his wise precepts in this respect, be not contradicted and neutralized by his own foolish example.

I have said that all teachers of the deaf and dumb, agree in the general truth, that signs must be used, to some extent, in the education of their pupils; but as we narrow the field of inquiry, we discover a wide difference of opinion in respect to the kind of signs which should be employed, and the place which they should occupy in the best plan of deaf-mute instruction. This diversity exists, not only between ourselves and foreign teachers, but also and perhaps equally, among ourselves. The time has come for a full and free discussion of the whole subject, with the design of discovering the *via optima* of our art, and of securing, if possible, complete harmony of sentiment, among those who are engaged in the same benevolent work.

The main proposition which I shall attempt to establish in the present paper, is this: *A too abundant and too constant use of signs, to the neglect of dactylology and written language, is the grand practical error of the American institutions for the deaf and dumb.*

None will doubt that by far the most important acquisition which the deaf mute can make is the knowledge of written language. A knowledge, not only of the significance of isolated words, but of words in all their various relations to each other. A knowledge which shall enable him to understand, clearly and quickly, whatever is addressed to him, and to convey his own thoughts and feelings in a free, correct and natural manner. Having this, the deaf mute holds in his hands the master-key, by which to unlock the richest treasures of recorded science; and if the will is not wanting, there is nothing to hinder him from carrying forward the great work of self-education, to the highest mark of human attainment.

But it is precisely at this point, where the strength of excellence is especially needed, that the weakness of our present system reveals itself. By the aid of signs, we can fill the minds of our pupils, to almost any extent, with the *raw ma-*

terial of knowledge. We can tell them of things in heaven and things on earth, and we find little difficulty in securing an intelligent reception of what we say. This is well, indeed; but they come to us for something far more essential to their welfare than this alone. They come to be provided with a means of communication with the great world which lies beyond the walls of our institutions; and the years which they spend under our care, are spent to little purpose, unless the *language of words* is so far acquired as to put them into close and easy connection with their fellow-men.

But do they really make this acquisition? In answer, I am compelled to say that the general body of our pupils, after a course of instruction extended over several years, leave our schools with a very imperfect knowledge of the language of books and of men. There are exceptional cases, it is true, but I am speaking now of the common mass. The style of the deaf and dumb is almost universally crude, uncouth and ungraceful; and to those not already familiar with its peculiarities, it is often well nigh unintelligible. Their capacity, also, of understanding the language addressed to them, if it passes beyond the simplest forms, is almost equally imperfect. These facts are notorious. They have often been marked and lamented. The testimony of Degerando and Itard on this point is familiar to us all. Let us listen to the later utterance of Dr. Peet. In his able Report on European Institutions for the Deaf and Dumb, he says: "In fact, all teachers of the deaf and dumb, in all countries, and under all systems, have been forced to acknowledge, with pain and humiliation, that after their best efforts have been bestowed, they are able to show a few exceptional cases only, of deaf mutes from birth, who have obtained the ability to read books, with the ease, pleasure and profit which well-educated persons associate with the idea of reading. Of course, some instructors conduct their pupils much further in language, as in general knowledge, than others can or do; still we all find, at the end of the term, the mass of our pupils far below the summit at which we aim, and which few of them become able to scale."

There may be several causes working together to produce this lamentable deficiency, but the greatest among them, in my view, is that which I have already suggested ; namely that we allow signs to occupy such a place in our plan of instruction, as to make them, in fact, a positive hindrance to the acquisition of written language. How, indeed, can it be otherwise ? Our pupils are permitted to live and move and have almost their whole intellectual being in the sign-language. Nearly all their common intercourse with their teachers and with one another, is carried on by signs ; and so long as this is the case, it is quite impossible for them to have the benefit of that constant practice in the language of words, without which they can never attain to any thing like perfection in the use of it. A deaf-mute pupil may reach the highest excellence in the language of signs, without advancing one step in the knowledge of written language, for the sufficient reason that the two languages are totally different from each other in construction and general character.

Let me illustrate this point. What is regarded as the best method of learning a foreign tongue ; the French, for example ? Is it not to place the pupil in a school or family, where that language is made the common vehicle of communication, and compel him to a constant use of whatever he learns, just as far and as fast as he learns it ? True, he will stumble along at first, and blunder his way through the obstructions and difficulties of the strange speech into which he plunges ; but by repeated trial and exercise, these obstacles will disappear, and he will find himself at no distant day, comfortably established in what might be almost named a second vernacular.

Precisely similar, in my view, should be our method with the deaf and dumb. Just as fast as they acquire a knowledge of words, they should be compelled, or at least, encouraged, to apply this knowledge, to all their ordinary communications. They should not be permitted to fall back into signs, the moment they leave the school-room, or pass beyond the narrow circle of formal lessons in written language. Whenever a pupil addresses his teacher upon any miscella-

neous matter, he should be first required to attempt the expression of his thought in words, and if he succeeds in making himself understood, as he generally will, his errors and imperfections should be patiently pointed out, on the spot; and if he is not the stupidest of all blunderheads, he will be apt to remember at least a part of the instruction. I believe that one such practical exercise will help the pupil more to a proper use of words, than half a dozen lessons in the principles of grammatical construction, formally dispensed in the school room, and illustrated by stiff and cold examples, laboriously manufactured to suit the occasion.

I am not unaware that the course here recommended requires no small amount of patience and forbearance on the part of the teacher. To communicate with the pupil by signs is so much easier and pleasanter than to do it by words, that there is constant temptation to employ the former and neglect the latter; but if the profit of a different practice is as great as I claim it to be, present convenience should not be suffered to outweigh the permanent good of those entrusted to our care.

So likewise in the explanation of new and unknown words. Signs, even here, at least among the older pupils, should be used sparingly. A better method is to make the words already acquired, the interpreters of such as are not yet known. With a class advanced beyond the first years of instruction, this can be done to a much greater extent than we are wont to suppose. There is no more difficulty in the case of a deaf mute than in that of a hearing child. The rule which Carton proposes to himself in this regard, may be profitably followed by all instructors. He says, in the work already quoted, "*I use signs for the explanation of words, when I can not otherwise make known their import; but when I have words by which to explain an unknown term, I choose to employ them, rather than resort to signs.*" To the same general effect Prof. Morel delivers himself, in his observations upon papers read by Messrs. Haug and Wagner, at the Convention of German Teachers, held at Pforzheim. He says, "*As the language of signs is not the ordi-*

nary means of social communication, its use must be restricted, in proportion as the mute acquires the language of society, so that he may accustom himself to the use of the latter."

These two gentlemen, Morel and Carton, are perhaps the most eminent representatives of the French school, in its present aspect, and a humble individual like myself may surely swear in the words of their creed, without being accused of heterodoxy.

An experience of twenty years in the daily business of instruction gives me a right to add that the testimony of facts is entirely in favor of the view which I have here presented. I have uniformly remarked that those classes in which dactylology has, in a measure, been made to take the place of signs, are much the most successful in mastering the common language of life; and that the individual pupils who consent to spell out their thoughts, soon leave behind them those who will be persuaded to do nothing but gesticulate.

In many cases also, the pupil who leaves us and returns to a circle of intelligent friends, with whom his intercourse is carried on mainly by writing or spelling, learns more of the correct use of language in a single year, than he had done during the whole six or seven years which he spent with us. And simply for the reason, as I judge, that the language of signs is no longer a hindrance to his progress. Neither is this result at all remarkable. Reason argues that it *must* be so, while experience proves that so it *is*.

On a question like that now before us, which is simply one of *less or more* in the use of signs; in fact, a mere question of quantity; it is scarcely possible to propose any specific rules for the guidance of individual teachers. Each man must be left to follow his own judgment, as determined by his own experience. Young pupils manifestly require a more abundant use of signs, than those who are older; and some, during their whole course of instruction, find them much more necessary than others. It is easy enough to see and to say, that a too prominent place is given to the sign-language in our institutions for the deaf and dumb, as a gen-

eral fact; without being able to designate the exact place which it ought to occupy in all particular cases. And no set of rules on any subject, should be allowed to excuse the teacher from the constant exercise of his own reason and observation.

It was my design to speak, at some length, in regard to what are called "methodical signs," but the very able and conclusive paper, read by one of my associates, Mr. Collins Stone, at the Convention held in Hartford, (with the views of which I fully and heartily agree,) relieves me from that labor. The whole system of methodical signs as it came from the metaphysical hands of Sicard, is cumbrous and complicated; and it serves no useful purpose whatever which can not be equally accomplished in an easier and less objectionable way. It seems to me that the immense labor spent in this direction, has been well nigh wasted. There is much force in the illustration employed by Dr. Watson, where he says, "What should we expect from a European who should undertake to teach his own regular, copious and polished language, to a South-Sea Islander, who was henceforward to live among Europeans, and whose scanty vocabulary extended only to a very few words, barely sufficient to enable him to express, in a rude manner, what was required by the uniformity of his condition and his paucity of thought? Should we suspect that the teacher would set about new modeling, methodizing, and enlarging this rude and imperfect language, as the readiest method to make the islander acquainted with the European tongue? * * * Does this supposition appear ridiculous? How much more fanciful and useless is an attempt to methodize signs, for the instruction of the deaf and dumb!"

It is a serious objection to the use of methodical signs, that they tend to keep the pupil in a state of mental slavery to signs alone, as the instruments of thought; thus compelling him, whenever he would express himself in words, to carry on a continual process of translation; whereas, we should accustom him, as soon as possible, to connect his thoughts *directly* with the words of ordinary language; as

far, at least, as we do ourselves. This objection applies, in some degree, to all signs, but it is especially pertinent to those which are called "methodical."

This system undertakes to distinguish, by signs, between words which, as *actually used*, are of precisely the same signification. That is, it creates a distinction without a difference; and this ought always to be avoided in every thing.

It also gives false ideas of words. A definite sign for a definite object is well enough, but it is *not* well to make a fixed, unvarying sign the outward symbol of a word of variable signification. And the number of such words in our language is very great. Let me show what I mean by a very simple illustration. Take the word, *go*, for example. The methodical sign for this word refers invariably to the revolution of wheels, but there are various methods of locomotion which have nothing to do with wheels whatever. When I go to a certain place on foot or on horseback, I do not advance by a succession of summersets, as the methodical sign most plainly asserts that I do. There are a thousand words of a similar character. The sign should be made to express the exact meaning of the word in each particular use of it, and this can not be done, without so constantly changing the sign itself, as to overthrow the very foundation upon which the whole "methodical" system is built. The theory of methodical signs is, that they represent words; whereas I conceive it to be the true theory of signs that they represent, not words, but ideas and things.

It is not without interest to remark the gradual change of views which has taken place among instructors of the deaf and dumb, in respect to methodical signs, since the time of their inventor. De l'Epée proposed to accomplish nothing more than a mere mechanical dictation of words, question and answer alike, and their transcription by his pupils; not seeming to conceive it possible that they should ever pass beyond the limit of this parrot-practice. And when Sicard undertook to convey to the deaf and dumb under his care, such a knowledge of language as should enable them to use it independently, De l'Epée protested against the en-

deavor, as utterly fantastic and visionary. "Do not hope," he said, "that they will ever be able to communicate their own ideas, by writing." But Sicard persisted nevertheless, though he clung to methodical signs still, and complicated them even more than his predecessor had done. His reputation, however, was not lasting, and his favorite system soon began to crumble away. Let us hear what is said by the latest writers concerning the use of methodical signs in the Paris Institution, at the present time. Carton bears the following testimony. "Most of the instructors of the deaf and dumb who followed Sicard's course or that of De l'Epée, introduced the use of methodical signs. But the science of deaf-mute instruction has made progress, and now, this system can scarcely be called French, since it is not followed in the greater number of French schools. The Institution at Paris, which holds the highest place among them, has entirely discarded methodical signs from its course of instruction." Still later is the evidence of Dr. Peet. In the Report to which I have already referred, he says, "The laboriously developed system of methodical signs, (so far as those signs represent words and not ideas, or were arbitrarily devised to dictate grammatical particles and terminations,) and the pompous and imposing metaphysical processes of Sicard," have gradually gone into "total disuse and oblivion." He adds, that while the various professors at Paris disagree among themselves in many things, they all unite in rejecting "the mechanical dictation of sentences, word by word, by methodical signs used only in the school room, and not colloquial among the pupils."

How long shall we Americans cling, with absurd tenacity, to that which has been thoroughly tried and found wanting, by institutions much older than our own! How long shall we continue to wrap ourselves in the cast-off garments of European schools!

"FAMILY EDUCATION FOR YOUNG DEAF-MUTE CHILDREN."

BY THE EDITOR.

WE take pleasure in laying before our readers the following circular.

"The undersigned, having been for more than twenty years engaged in the instruction of the Deaf and Dumb, at the American Asylum for the Deaf and Dumb, Hartford, Conn., and at the New York Institution for the Deaf and Dumb in the City of New York, has had abundant opportunity for finding out and learning to appreciate the peculiar wants of this class of pupils, and the peculiar difficulties connected with this department of education. He has, moreover, learned to sympathize with the parents of deaf-mute children, in the difficulties which they meet in the management of their children, previous to their education at school. Applications are often made by the parents and guardians of deaf-mute children, for their admission into our public institutions for the deaf and dumb, at an earlier age than is rendered practicable by the rules of these establishments.

"With a view of affording to such parents and guardians an opportunity of securing the early education of their children which they desire, the undersigned has made provision for the instruction and training of a select number of young deaf mutes in his family.

"The result of an experiment he has been making with some little deaf mutes, from six to ten years of age, for a few months past, has greatly strengthened and increased his belief in the practicability and advantage of beginning early the education of the deaf and dumb.

"The plan of training that he proposes is one adapted to the physical, mental and moral wants of children of an early and tender age, and to their advancing years.

"Parents and guardians of deaf-mute children who may be wishing for their children instruction of this kind, may obtain the opportunity they desire by applying to the undersigned, Fiftieth Street, New York, four doors west of the New York Institution for the Deaf and Dumb.

D. E. BARTLETT.

"NEW YORK, Feb. 16, 1852.

"References, testimonials, and other information will be given to those who may wish for them."

"Since the above was written and issued, applications have, in two or three instances, been made to the undersigned, from families having a deaf-mute child, for the admission into his family school, of a speaking and hearing child from the same family, to be educated in company with the deaf mute, each attending to his own appropriate studies, and at the same time opportunity being afforded for the cultivation and improvement of a free medium of communication between the two. This measure may be considered a most admirable and useful one for the deaf and hearing ones of a family. The hearing and speaking child, while pursuing the ordinary elementary studies that he (or she) would attend to if at school with children of equal age and condition, being in the family with the deaf-mute brother or sister and associated with other little deaf mutes in the process of education, will acquire a perfect familiarity with the language of signs used by the deaf mute, and also with alphabetic language expressed by the manual alphabet,* (which is but a convenient form of writing) and will thus become a most interesting and advantageous medium of communication, as interpreter between the little deaf-mute brother or sister and the other members of the family. The deaf-mute pupil, in the mean while, besides the pleasure and advantage of being able freely to interchange his thoughts with those whom most he loves and wishes to converse with, will derive great benefit in his progressive education by being led into the practice of receiving and expressing ideas in *words*,—just the form of language that constitutes the leading and most important part of his education.

"Intelligent and affectionate parents, brothers and sisters of families, having a deaf-mute child, will readily understand and appreciate the advantage of this measure.

"The undersigned having lately withdrawn from the New York In-

*It was a favorite idea of the late Rev. T. H. Gallaudet, the lamented, illustrious pioneer of deaf-mute education in this country, that the practice of spelling words with the manual alphabet, even by hearing and speaking children, might be made very serviceable to them, by familiarizing them with the correct orthography of words aside from the use of the ear. The principle upon which the idea is based, we think to be this: *The more varied the form under which language is presented to the mind through the different senses, the more perfect will be the knowledge of it acquired, and the more permanently will it be retained.* We recommend the experiment to those engaged in teaching orthography to children, and hence derive an additional argument in favor of associating children who can hear and speak, with their deaf-mute companions, in the process of education.

34 *Family Education for Young Deaf-Mute Children.*

stitution for the Deaf and Dumb, for the purpose of devoting himself to the education of young deaf-mute children, is now prepared to give to the business his personal attention. Parents and guardians who may commit their children to his care, may be assured that they will be tenderly and faithfully cared for, and educated as intelligent, affectionate and pious parents would wish their children to be educated. We propose in this course of education, at first, not so much to confine the little ones to a regular routine of exercises in school hours, as to teach them and accustom them at the table, in their little plays, walks and amusements, and in the ordinary every-day occurring incidents of juvenile life, to express their thoughts and *learn to think in alphabetic language*, thus making the acquisition of language a matter of *early imitation, practice and habit*, as nature plainly indicates it should be.

“(As soon as practicable, we shall obtain a location in the country, of easy access to the city, where the children may have ample grounds for play and exercise, fresh air, fresh milk and all the advantages of life in the country.)

“*Begin early.* Education in all cases, especially that of the deaf and dumb, in order to be successful, must be commenced early.

“Address,

D. E. BARTLETT,

“*Late Senior Professor of the New York Institution for the Deaf and Dumb, 50th street, New York.*

“NEW YORK, August 10, 1852.”

We have little relish either for receiving or bestowing personal praise in print, but we must be permitted to say a few words in regard to the qualifications of our friend and former associate, Prof. Bartlett, for the new and interesting enterprise in which he has engaged. That he is perfectly competent to conduct the *intellectual* education of “young deaf-mute children,” scarcely needs to be said of one who has devoted to this profession, with good success, more than twenty years of his life. But in a work of the nature here proposed, other and equally important qualifications may be required, and these, we are sure in the present case, will not be wanting. Prof. Bartlett enters with enthusiasm into whatever he undertakes, and those who intrust their children to his charge, may expect that whatever *can* be done for their educational progress, *will* be done. They may be confident

also that he will make his house a pleasant one to all its little inmates, and that the tender and watchful care of parenthood itself will surround them all.

It is greatly gratifying to notice the progress which the education of the deaf and dumb is now making in this country. Not many years ago, a residence of four years, or at the longest, five years, at some one of our public institutions, comprised the whole period of instruction for deaf mutes. No provision was made for carrying forward the education of such as had completed their regular course, and none for those who were below the proper age for admission. Both of these deficiencies are now supplied. We have spoken elsewhere in the present number of the *ANNALS*, in respect to the facilities offered for the higher education of the deaf and dumb, and the plan of Prof. Bartlett leaves nothing to be desired for the profit of deaf-mute children; at least, for such as have the pecuniary power to avail themselves of it.

NECROLOGY.

[THE introductory remarks of the following article, together with the biographical sketches of Messrs. Totten and Cary, are from the pen of Dr. H. P. Peet. The notice of Mr. Loring is contributed by W. W. Turner, and that of Mr. Woodruff by J. A. Ayres.—EDITOR.]

Two weeks after the meeting at Hartford, of the Second Annual Convention of American Instructors of the Deaf and Dumb, on the 10th of September, 1851, the Rev. Thomas H. Gallaudet, LL. D., departed this life in the sixty-fourth year of his age. The following day, Sept. 11th, Nathan M. Totten, a deaf-mute teacher of the Illinois Institution, formerly of the New York Institution, died after a lingering illness, at the age of thirty-five. On the 29th of January following, 1852, the Rev. Joseph D. Tyler, Principal of the Virginia Institution, formerly an instructor in the American Asylum was summoned away much more unexpectedly, at the age of forty-seven. In less than two months, March 25th,

1852, George H. Loring of Boston, a distinguished deaf mute, formerly an instructor in the American Asylum, departed this life, at the age of forty-five. The death of Lucius H. Woodruff, of the American Asylum, followed on the 20th of May, at the age of thirty-eight. And on the 7th of August, occurred the death, at the age of thirty-nine, of the Rev. J. A. Cary, "Superintendent of the Ohio Deaf and Dumb Asylum," formerly for many years an instructor in the New York Institution; which completes our mournful catalogue of the dead of one year.

Thus it will be seen that within a single year, six of our present and former colaborers have been summoned from the stage of this life. It is remarkable that, though three of the number belonged, at the time of their death, to other institutions, all the six had been originally and for many years, connected either with the American Asylum, or with the New York Institution. And it is further very remarkable, that of the sixty-six persons who have been connected as teachers with these two institutions, including four who have been connected with both, only six had died during the thirty-four years preceding September 1st, 1851. The mortality of the single year following that date, has been as great as that of the whole preceding thirty-four. Five of the six died, as the years of men are counted, in the meridian of life and usefulness; and the exception, Mr. Gallaudet, though his life measured by labors and good accomplished, and fame acquired, was a long one, yet did not attain by several years to the ordinary term of human life. These facts should admonish the survivors that to some of them the call may come much sooner than, in human calculations, it is looked for. May we all be prepared, as we have the consolation to believe each of our departed friends was prepared, to meet the solemn summons.

It was designed to submit an obituary notice of each of the departed to be published with the proceedings of the Third Annual Convention. The failure of this convention having prevented this disposition of them, the notices are inserted in the *ANNALS*, as memorials of departed worth, and as documents for future reference.

I. THOMAS H. GALLAUDET, LL. D.

As one entire number of the *ANNALS*, that of January, 1852, has been already devoted to the life, character and labors of this excellent man, a detailed notice in this place is rendered unnecessary.

II. NATHAN M. TOTTEN.

Among our fellow-laborers, who have been summoned away, during the year, since our last Annual Convention, not the least faithful and laborious was NATHAN MILES TOTTEN, a graduate and for some years a teacher of the New York Institution, but at the time of his death, a teacher of the Illinois Institution for the Deaf and Dumb.

He was a native of the town of Huntington on Long Island, and was born April 8th, 1816. His father was a respectable farmer. Nathan being deaf from birth, after having been sent to the New York Institution irregularly, for a few months, boarding in the city, was received as a state pupil in the year 1830. He remained under instruction as a state pupil (besides the irregular attendance previously) five years, the longest term then allowed, and was regarded as one of the best pupils in his class. His scholarship, deportment and moral character procured for him, in 1838, the appointment of Monitor in the Institution, to supply an unexpected vacancy in the department of instruction. For some years previously, it had been a rule of the New York Institution to employ none but men of collegiate education, or of attainments equal to the best collegiate standard, as teachers; but so well were the principal and directors of the Institution satisfied with the zeal, ability and success, with which Mr. Totten and his deaf-mute colleague conducted the instruction of the younger classes, that the employment of deaf-mute teachers has been continued in the Institution ever since.

In April, 1844, he resigned his situation, and on the 16th of July following, as the result of a warm and long tried mutual attachment, married a most estimable deaf-mute lady, the widow of an early teacher of the New York Institution,

Mr. Mitchell, and herself, for two or three years previous to her marriage, assistant matron of the New York Institution. After trying farming for a few months with less success than he had hoped, Mr. Totten made, in 1845, an engagement as teacher in the North Carolina Institution; and subsequently, in August, 1847, transferred his services to the Illinois Institution, with which his connection continued till his death. In each of these Institutions, Mrs. Totten, during her husband's connection with it, performed with intelligence, energy, and womanly tact, the duties of matron. At the Illinois Institution, Mr. Totten, in addition to his duties as instructor, discharged those of Superintendent of the cabinet-shop.

In June, 1851, the state of his health compelled him to ask leave of absence, and he returned to his native shores in the hope that change of scene and of air, relief from exhausting labors and the society of old friends, might favor his recovery, but his disease proved too far advanced, and after lingering for some months, the lamp of life slowly went out. He died September 11th, 1851, (the day after Mr. Gallaudet's death,) at the early age of thirty-five, leaving a twice bereaved widow, but no children. His brother-in-law,* at whose house, in Brooklyn, he died, thus speaks of his death.

"Mr. Totten, in his last days and moments, was perfectly calm and resigned. He was fully aware of his situation, and prepared to meet his God. He had his senses perfectly till the last moment. I never witnessed the like of it. In the same moment that he drew his last breath, he, with his arm uplifted, spelled the word, 'resignation,' and as he finished it, the breath passed from his body, and he moved not again. He recognized all around him a minute previous. He was from the nature of his disease, and long and painful illness, frightfully attenuated. He died without a struggle. As he died, death seems to me not to be at all dreaded, but truly agreeable."

As a teacher, Mr. Totten was diligent and successful.

* Mr. William W. Rose.

His own attainments, though not brilliant, were solid; and his skill in written language, which he wrote, for a deaf mute, with ease and correctness, was sufficient for all necessary purposes. A thorough master of the language of pantomime, he always commanded the attention of his class, explained his lessons clearly, and made desirable impressions on the memories of his pupils. His industry was most exemplary. Besides performing faithfully his duties as teacher, and as overseer of the male pupils in his turn, while in the New York Institution, he employed his leisure hours in making several neat pieces of furniture, in view of his domestic plans; and at the Illinois Institution, as already mentioned, acted as master of the cabinet-shop.

Mr. Totten possessed good sense and correct feeling in no common degree. His moral character was unexceptionable, and his influence over the pupils, both in a moral and religious point of view, salutary. While connected with the New York Institution he made a profession of religion, which he consistently maintained to the last. He was accustomed to collect the more serious of the pupils together on Sabbath evenings, for prayer and mutual exhortations in their own language of signs. He was not only one of the most favorable examples, whether in an intellectual, moral, or religious point of view, of the benefit of instruction to the deaf and dumb, but himself, as a teacher, and as a Christian, the means of much good to his companions in privation. To him, as to thousands besides, but for the benevolent labors of De l'Épée, Gallaudet and their successors, the Gospel would have remained a sealed book. Most impressive, and encouraging to all devoted to the instruction of the deaf and dumb, is his death-bed scene, the body attenuated to a degree painful to the beholder, yet the spirit supported to the last by the Christian's hope, inculcating *resignation* in the moment of death, as the last thought, which in the moment of bodily suffering, and in the waters of the river of death, he should express by the wonted medium of the emaciated fingers. Another moment, and the freed spirit, as we trust, passed to that world where the tongue long locked shall sing

praises of the Redeemer, and the ears long sealed, open for the first time, and open to the voices of the blessed.

III. JOSEPH D. TYLER.

[A late number of the *ANNALS* having contained an obituary notice of Mr. TYLER, although somewhat deficient in facts and dates, it is not necessary to add any thing in this place.]

IV. GEORGE H. LORING.

If in the life of a private person there is ordinarily little to attract the attention of any beyond the circle of his friends, much less can we expect the life of a deaf mute to afford incidents sufficiently numerous or striking to compose an interesting biography. From the peculiar nature of his bereavement he is prevented from participating in any of the stirring events of public life. His sphere of action and influence is necessarily confined, and his virtues will rather be passive than active in their character. Still the possession of uncommon powers of mind, with the concurrence of favorable circumstances, may invest the history even of a deaf and dumb person with general interest. Trusting to such a coincidence rather than to any skill we possess in drawing up notices of this kind, we submit to our readers the following sketch of the life of our deceased friend GEORGE H. LORING.

He was born in Boston Nov. 18th, 1807.

Of his early life we know but little. Probably nothing occurred during that period more noticeable than in the case of other bright and intelligent boys. When about two years and a half old, he was visited with severe illness, which resulted in the loss of hearing and of the sight of one eye. In this, as in most other instances of a like nature, the loss of speech soon followed; and he became hopelessly deaf and dumb. The grief occasioned his parents by this bereavement may better be imagined than described. The hopes which cluster around a first-born son of high promise were crushed and scattered. They could not be torn from the hearts in which they grew so firmly, without causing them to bleed.

The severity of this affliction was at length mitigated in some measure by a knowledge of what was doing in Europe for the education of this unfortunate class of persons, and more especially of the efforts making in Hartford to procure similar advantages for the deaf and dumb of this country. Upon the return of Mr. Gallaudet from Paris in 1816, the father of George, with many other citizens of Boston, contributed liberally toward the establishment of a school for deaf mutes; and in the spring of 1817, on the opening of the school at Hartford, he was the first pupil admitted out of that city. Placed under the immediate instruction of Mr. Gallaudet, with whom he was ever a favorite pupil, he made rapid progress in acquiring a knowledge of written language. Although he was at this time under ten years of age, and the youngest in his class, he soon took the place of the best scholar in it; a position which he ever after maintained. When he had been in the school less than a year, he replied in writing to the question, What is your soul? "My soul is spirit, is very strong, my soul hates sin." And to the question, Where will your soul go when you die? "I do not know my soul will go either heaven or hell." At the end of three years, when requested to write a metaphor, he wrote as follows: "*Humility* is a sweet emotion which is like the lily and zephyr. *Love* is like the sunflower which looks at the sun a long time and loves it because it lives by the heat of the sun." He remained a pupil for about eight years and a half, distinguished for his studious habits and faithful performance of all his duties. The following extract from an essay on the character of the ancient Greeks, prepared by him for the Tenth Report of the Asylum, may be regarded as a fair specimen of his composition at that period. It was written about the time he finished his course as a pupil, after eight and a half years of instruction.

"As to the character of the Greeks, there were several traits which were peculiar to that people. The temper of the Greeks was softened by the arts of a civilized life, and their manners were likewise refined. The Greeks possessed great sensibility of feeling they were easily obliged by favors, soon grieved at misfortunes, and

quickly offended at affronts. They had also great versatility of sensation; they were opposed to persons of merit, and persecuted them to the last extremity, but afterward they felt that they had treated the great and virtuous undeservedly, and were pierced with lively grief, and immediately made a sufficient reparation. Thus the people were malignant against Socrates, and put him to death; but soon they were conscious of their guilt, deplored the loss of the great man, and erected a brazen statue to his memory. The Greeks, in their malice, banished distinguished citizens; and afterward they repented of their ill treatment, recalled them from exile, and welcomed them into their country with every honor."

He possessed an uncommonly retentive memory, and had stored it with historical events and dates, which were always at his command. Few young persons, whatever their education might have been, could have passed a better examination on the studies which are ordinarily comprised in a good English education. At the age of eighteen he was chosen an assistant instructor in the American Asylum. He discharged the duties of this office for six years with great fidelity, devoting himself to his work with much zeal and patience. During this period he spent a part of his leisure hours in studying French under the direction of Mr. Clerc; and such was his proficiency that at the end of nine months he could write with almost perfect accuracy in that language. He acquired also such an appreciation of the charm of poetry, (a very uncommon attainment for a deaf mute,) that he read it with great satisfaction. His fondness for reading, and the desire to devote more time to literary pursuits than he could consistently do while employed as a teacher, induced him to resign his situation in the spring of 1834. He retired to the home of his childhood, to the bosom of an affectionate family, where he was greatly beloved, and there spent the next fifteen years of his life in the cultivation of his mind and attention to general literature.

He did not, however, shut himself out from the world or forget that life had higher aims and nobler ends than self-gratification.

The deaf and dumb, from the nature of their deprivation,

need more than others, advice and assistance in the ordinary affairs of life. Those in Boston and its vicinity regarded Mr. Loring as far superior to themselves, in wisdom and experience, and able to afford them the aid they needed in all their perplexities. To him they were accustomed to go, and they found him at all times ready to listen to the story of their wrongs or of their sorrows. He gave them the advice, the sympathy, and the pecuniary assistance they sought for, freely, and often. When it was proposed by one of their number to present to Messrs. Gallaudet and Clerc some testimonial of their gratitude, he entered into the measure most cheerfully, and aided materially in maturing the plan and securing its accomplishment. He was selected by his associates in this enterprise as the most suitable person to present to those gentlemen the costly and elegant pieces of plate which had been procured, and to address them on the occasion. These addresses, which were published in the "Annals for the Deaf and Dumb" for October, 1850, were appropriate and interesting. The closing remark of that to Mr. Gallaudet was in these words: "In presenting it [the silver plate] to you, we all offer our earnest prayers for your welfare in your declining years, and for your reward in the other world." How little did he then think that this prayer in the latter particular would be so quickly answered; or that he himself should so soon after follow his beloved instructor into eternity.

We can not close this notice of our departed friend so well as by subjoining the following extract of a letter to the writer from Rev. Dr. Sharp.

"Mr. Loring was united in marriage to Miss Ann Sharp, the second daughter of Rev. Daniel Sharp of Boston, on the 13th of September, 1849. It is believed that this relation was a source of mutual and uninterrupted happiness. They seemed to be formed for each other. Their tastes and wishes were similar. And when they differed in their preferences in regard to any object or arrangement, their only strife was, which should be the first in deferring to the other. We have been assured by her who so deeply feels his loss, that she never received from him who is gone, one cold look, nor did

she ever see on his countenance a cloud of disaffection or disapprobation.

“He was a man of cultivated mind and refined taste; and as he had the means, so he delighted to do good. Deaf mutes, as many of them could gratefully testify, were the objects of his special care. For some he found employment, providing them with things convenient to enter on their new sphere, under favorable auspices. The sick he visited, the unfortunate he encouraged, and the improvident received from him salutary admonition and advice. The poor partook of his discriminating and generous bounty, and the ignorant were favored with his patient and judicious counsel. He gave much of his time to a systematic course of doing good. And when he had spent the greater part of a day on some errand of benevolence, he would return home as smiling and joyous, as if he had received a fortune.

“Nor did Mr. L. forget his relations to his Maker. Accustomed to attend the Episcopal church, he loved its service. He read with fixed eye and reverent posture, the lessons and prayers for the day like one who felt an intelligent and pious interest in that sublime, simple and excellent formula of worship. The writer of this imperfect sketch of his character, soon after his marriage, suggested to Mr. L. the desirableness of establishing worship in the presence of his wife, so that she might see and join in his supplications and thanksgivings, with his confessions and words of self-consecration. Bishop Griswold’s prayers, and Jay’s book of Family Devotions were recommended to him. With a pleasure-beaming countenance he hastened to his bookcase, filled with a choice selection of volumes, and showed me just such a work as had been recommended to him. He conversed on the truths of the Christian religion with great respect and as one who believed them, and on his own personal interest in religion, with great diffidence and humility. There was not the spirit of adoption by which he could say, Abba Father, my Lord and my God, but it is believed, there was the spirit of aspiration, saying, ‘Lord help me to seek conformity to thine own righteous image.’

“But how mysterious are the ways of Providence! With so much in his character and manners that rendered his stay on earth desirable, he was after about two weeks’ painful illness, unexpectedly taken away by death on the morning of March 26th, 1852, aged forty-three. The summons was sudden, and his dearest friends found no suitable opportunity to receive from his own significant signs, what of fear or of hope, pervaded his own soul.

“The pleasing persuasion, however, is cherished by those who best

knew his principles and habits, that he has joined the just made perfect, where he sees as he is seen, and hears as he is heard, and is now singing songs of praise to Him that sitteth upon the Throne."

V. LUCIUS H. WOODRUFF.

Not a small part of every valuable man's life is spent in fitting himself to be useful. Useful men are not born nor are they made by good intentions only. They are of slow growth, and spring out of the common stock of human weakness and imperfection. The thoroughly useful man is the only great man, and the only one who will be a hero of the future. Out of the past shall fade a long line of priests, conquerors and kings. They were famous in their day, but contained not within themselves any inherent virtue, the product of good deeds and kindly sympathies, entitling them to a place in the grateful remembrances of a benefited world. And from the same dim past, and from scrolls wrapped long in the web of oblivion, shall shine forth the names of those, the long unnoticed good of earth, who have regarded the fear of God more than the praise of man, and brotherly love more than mortal pride. They have labored and toiled, but not always in the world's sight; for he who disciplines his own spirit into the still and hushed example of daily righteousness, may have wrought a more acceptable and abiding good by his life, than he whose good deeds are heralded as the world's news.

When a good man dies, his companions may well mourn, but when a useful man dies we all mourn together. Virtue is gone out from society, and a light is extinguished that makes every eye dim. All who knew our friend, companion and wise counselor, in remembrance of whom these lines are traced, will not fail to allow that in every sense of the word, he was a useful man. We offer this tribute to his memory as the greatest praise that earth can afford him. We praise not the living, but of the dead we speak honest and faithful words of commendation, and seek to catch from their vanishing lives, new spirit and zeal for the only prize worthy our ambition, a useful life.

LUCIUS H. WOODRUFF was born at Litchfield, Conn., in the year 1813. His youth and boyhood, however, were spent in the state of Georgia, whither his father had removed. Upon the death of his father, he returned at the age of fourteen to his native place to reside in the family of his uncle, Gen. Woodruff. Of his childhood little need be said, though traces were early visible of that peculiarly earnest, practical and at the same time reflective character, which so thoroughly marked his maturer years. He entered college at New Haven when about eighteen years of age, but was greatly impeded in his studies by those infirmities of health which began now seriously to cloud his prospects for life. After a few years spent in classical instruction, he became connected with the American Asylum, as a teacher, to which labor he devoted the remainder of his life with an earnest, conscientious and enlightened zeal, worthy of all imitation. As a teacher of the deaf and dumb and as a professor in a science in which we expect to see not only great improvements but actual discoveries, he possessed points of character deserving our particular notice. He was in no sense a theorist. Conclusions were not formed in his mind to the support of which he must bring all the facts and experience of his life. He had no ambitious hobby which he rode, like many a famous leader in the cause of education, over the heads of those for whose good he is obtaining so much personal glory and aggrandizement. His experience and reflection were brought to bear upon the minds more immediately under his care, and upon the various ways in which minds shut up in such a speechless night, may be brought out soonest, and most effectually into the light of day. Upon the soundness of his judgment in these matters his associates were wont greatly to rely. He was conservative of all the good that past years had gathered up, and he reached forth eagerly for the good yet in the undeveloped future.

By the scholars of the institution with which he was connected he was earnestly loved as a good man. He sympathized with them in all their trials, stood by them in sickness with words of kindness and friendly counsel, and won their

cheerful trust and confidence by his honest zeal for their good. For their spiritual wants he cared even with anxious solicitude, and his instructions and admonitions are in the hearts of many who will doubtless rise up yet to call him blessed.

In his intercourse with the officers of the Asylum, Mr. Woodruff was frank, courteous and kind. In all matters of counsel and deliberation, involving difference of opinion and debate, he was a model to be imitated. His views were clear, he stated them without reserve and sustained them by a clear exhibition of the reasons which had led him to adopt them. If arguments were brought forward which he had not considered, they came to him as welcome as light to the man who desires to see. He never debated for the sake of sustaining his position.

In more general society, and in the church of which he was a prominent member, he failed not to secure equal esteem, confidence and love. With an ardor that at times forgot the dictates of his calmer judgment, he gave himself to works of benevolence till his physical energies gave way and the fine tissue of the understanding sympathized in their decay. He rested from his work until his Master called him to join a company of laborers that wear not out, nor die in his service.

In deportment, Mr. Woodruff was serious and sedate. Trifling of all sorts was alien to his habits of mind. He delighted rather in a serious, rational, earnest view of life. Yet he was far from expecting or even desiring that all should be like him in this respect. All that made life cheerful, that enlivened the passing hour, that added a sweet to the enjoyments of youth, manhood or age, he rejoiced in, albeit he sought it not for himself. What he needed not he cheerfully accorded to others who failed to appreciate his quiet sources of enjoyment. His earnest, devotional spirit still retained all those lovely natural characteristics which are the grace of the Christian life, without detracting aught from its strict and fearless fidelity. He studied diligently the precept of the great apostle, to be courteous, and was truly a Christian gentleman. He has passed away from the maturity of

his usefulness. With a disciplined mind and spirit, with great experience in his peculiar field of labor, and fitted, according to human understanding, to fill an important place, he has been called to rest ere his life had waned from its noon, and ere the discipline of time had brought forth in years of useful labor its perfected fruits. Doubtless he is at rest, but we who were his companions, and who see how all the works in which he delighted, sigh for laborers of a kindred spirit, may well mourn his loss.

“ The good die first,
And they whose hearts are dry as summer's dust
Burn to their sockets.”

We close by an extract from the Life of Fenelon which he was wont, while alive, to quote with peculiar satisfaction.

“ We all acknowledge, though few feel, that the good man never dies ; that, to use the words of one of our eloquent divines, death is but a circumstance of his being. We must say as we read his writings, that we are *conscious* of his immortality. He is with us ; his spirit is around us ; he enters and takes possession of our souls. He is at this time, as when living, the familiar friend of the poor and sorrowful, the bold reprovcr of vice, the gentle guide of the wanderer. He still says in the words of his Divine Master, Come unto me all ye who labor and are heavy-laden and I will give you rest.”

VI. J. ADDISON CARY.

JOSIAH ADDISON CARY was born at West Brookfield, Mass., on the 29th day of July, 1813. He early evinced a taste for study and intellectual improvement, commencing the study of Latin at the age of eight years. Entering Amherst College, he was graduated in 1832, when but nineteen years old, ranking, nevertheless, with the best scholars of his class.

Soon after leaving college, he was appointed a professor in the Institution for the Instruction of the Deaf and Dumb in New York City. It was his original intention to engage in the missionary service, and spend his life in imparting the light of knowledge and preaching the glad tidings of salvation, through a crucified Saviour, to those enveloped in the

darkness of paganism. Considerations, however, connected with his family, prevented him from carrying into effect his early cherished hope, although he engaged in a cause by no means dissimilar, that of enlightening the benighted mind of the deaf mute, and restoring him to the condition of social life, to happiness and heaven. About a year after he entered upon his duties at the Institution, he commenced the study of theology in connection with the Union Theological Seminary, and was licensed to preach by the Third Presbytery of New York in 1839.

As far as his duties would permit, his labors as a preacher were devoted to the supply of vacant pulpits, and generally without compensation; but having frequent calls to celebrate the ordinances of religion, he was, in 1849, ordained by the same body as an evangelist, and subsequently, at the request of a secession from the Dutch Reformed Church in Houston street, was induced to form the nucleus of a church of that denomination in connection with the South Classis of New York, and was installed as its pastor in 1850.

His health, however, did not long permit him to sustain this newly formed relation, and he was compelled to relinquish it, after having performed its duties acceptably, and with success, for a little more than a year.

Visiting Havana in the spring of 1851, from which he returned after an absence of two months with but little alleviation of his complaint, he was induced, by the hope that the less variable climate of an inland residence might prove beneficial to his health, to accept of the appointment which had been tendered to him of "Superintendent of the Ohio Deaf and Dumb Asylum," at Columbus, and entered upon the duties of this office on the first of last October.

The disease of which he died, and which began to exhibit itself about three years ago in the form of rheumatism, was *anchylosis*, (the same which had prematurely cut off his two younger brothers,) the deposit of a bony substance in the joints, and which, baffling the skill of the ablest physicians, continued its progress till it had nearly locked up all powers of locomotion, and reached its fatal termination on Saturday

the 7th of August. He has left a wife and two young children, in the prime of his manhood, when he had but just completed the thirty-ninth year of his age.

The character of Mr. Cary was one of true benevolence. As a teacher (and in this capacity we best know him) he was not satisfied with merely developing the intellect of his pupils; he labored to cultivate their social affections and impress their hearts. Until he entered into the family relation, and removed out of the Institution, he was accustomed to assemble the pupils of his class on Sabbath evening, and hold familiar conversation with them on religious subjects, and his addresses on these occasions not unfrequently went directly to their consciences, implanting in their young minds those seeds of divine truth which have since brought forth the fruits of piety. He had, indeed, what many have not, a good physical adaptation to his work, a qualification essential to success as an instructor of the deaf and dumb. He not only had clear and comprehensive ideas of the matter of his instructions, but the ability to express them in the vernacular language of the deaf mute, with rare perspicuity, impressiveness and grace. And with such a spirit, and such qualifications, he won, as might be expected, the confidence and affection of his pupils.

His example in all the relations of life was worthy of imitation. As a son he was dutiful, affectionate, respectful. His venerable father, whose head is whitened by the snows of many winters, after his own household was broken up, found a home in his family.

He was a diligent student, and though his time was mainly occupied in the business of teaching, his attainments in biblical learning were highly creditable, and he made himself master of some of the modern languages.

As a writer, he expressed his ideas with clearness and precision, always in good taste, and often with elegance of diction.

Many of the readers of the *ANNALS* will recollect the valuable and judicious bibliographical articles, prepared by him, appended to some of the Annual Reports of the New York Institution; and others may recollect his biographical sketches

of European deaf mutes, translated from the German of Kruse, which appeared several years ago in the "Radii." He also occasionally published in the newspapers, descriptions of scenes and incidents at the Institution, written with much graphic force, and admirably adapted to win general interest and sympathy in behalf of the deaf and dumb.

His report to the trustees of the Ohio Asylum, the only one which he had opportunity to present, though occupied chiefly with topics of a local character, is drawn up with an ability which is surpassed by few that have emanated from any similar institution. To crown all he was a Christian. No man ever doubted his piety. His religion was of a cheerful kind. Under acute and protracted pain, and in view of the slow but sure progress of disease, and certain death, he rejoiced to do or suffer whatever his Heavenly Father might lay upon him. To quote from the very brief note announcing his death, "His departure was calm and glorious." It was like the full-orbed sun sinking below the horizon and shedding his effulgent rays on the azure vault above, awakening the admiration of the beholder.

As we have faith in the divine promises we can not doubt that if any man was ever prepared by the discipline of suffering and grace for the mansions of peace and holiness above, it was the subject of this notice.

At the meeting of the Board of Directors of the New York Institution for the Instruction of the Deaf and Dumb, at which Mr. Cary's death was announced, the subjoined resolutions, moved by Mr. P. M. Wetmore, prefaced by appropriate remarks on the character and services of the deceased, were unanimously adopted.

Resolved, That this Board have learned with profound regret the death of Reverend J. Addison Cary, Superintendent of the Ohio Deaf and Dumb Asylum, and formerly for many years a Professor of this Institution.

Resolved, That in the lamented decease of Professor Cary, in the midst of his career of usefulness, the science of deaf-mute instruction has been deprived of one of its most able and accomplished advocates; the cause of Christian benevolence, of an earnest and devoted

supporter, and the circle of his attached friends of one universally beloved for the many virtues of his personal character.

Resolved, That this Board desires to express, through this medium, their sincere condolence and sympathy with the family of the deceased in the irreparable calamity which, in the wisdom of Providence, has been visited upon them.

Resolved, That a copy of the preceding resolutions be transmitted to the widow of the late Professor Cary, and published.

HARVEY P. PEET, *President*.

MISCELLANEOUS.

BY THE EDITOR.

Education in Ohio. We have received eight numbers—all that have yet been published—of the *Ohio Journal of Education*, a monthly periodical issued under the auspices of the Ohio State Teachers' Association. The outward appearance of this publication is neat and attractive, and like Job, it is "full of matter." It has six editors, resident in the six following cities, Columbus, Cincinnati, Dayton, Sandusky, Marietta and Cleveland; and if numbers can give strength, the *Journal* may expect a long and vigorous life.

For the last eighteen months, the Association named above, "has employed and sustained an agent, to devote his entire time and talents to the promotion of the interests of general education in the state," and it is now proposed to send out from four to six competent, energetic men to aid him in his work.

It is stated that from 20,000 to 25,000 persons in Ohio engage in teaching "at some time during the year," and the suggestion is thrown out that "a voluntary contribution of one dollar from each of these, to the funds of the Association, would enable its friends to place the common school system of Ohio upon a better basis in five years, than the ordinary progress of public opinion would secure for it in a quarter of a century." Undoubtedly it would do so, and we trust that the money will be forthcoming:

Convention of Instructors of the Deaf and Dumb. The third meeting of this body was appointed to be held at Columbus, Ohio; commencing on the twenty-fifth of August last. A large number of instructors from the eastern institutions were preparing to attend and meet their brethren of the west, but the unexpected death of Mr. Cary, the Superintendent of the Ohio Institution, rendering it doubtful whether the convention could be held with propriety and advantage, it was finally, though with much regret, determined to postpone attendance to a more appropriate, if not a more convenient season.

It will be seen, however, from the proceedings which we copy below from the *Ohio Statesman*, that delegates from most of the western institutions for the deaf and dumb, were on the ground. We are glad to see that they enter into the matter with the characteristic spirit and energy of their section of the country; and we trust that another year will bring us all together, to strengthen each other's hands in the good work to which we are all devoted. The proceedings alluded to, were as follows.

"The Third Annual Convention of Instructors of the Deaf and Dumb having failed to convene, in consequence of an understanding in some of the Institutions that it was postponed, the delegates and friends present from Ohio, Indiana, Illinois and Kentucky, assembled in the Ohio Institution at 10 o'clock, A. M., and organized informally by appointing J. A. JACOBS, of Kentucky, Chairman, H. S. GILLET, of Ohio, Secretary, and THOMAS MACINTIRE, of Ohio, Interpreter.

"Mr. J. S. Brown, of Indiana, tendered, on behalf of the officers of the Institution in his state, an invitation to hold the next Annual Convention in Indianapolis, at such time as might be deemed suitable.

"On motion of Mr. L. H. Jenkins, of Ohio, it was

"*Resolved*, That this meeting recommend that the next Convention be held in Indianapolis.

"A committee to correspond and make arrangements relative to the next meeting was chosen, consisting of J. S. Brown, J. A. Jacobs, Lewis Weld of Conn., W. D. Cooke of N. C., and H. S. Gillet.

"On motion of Mr. Brown, the committee were instructed under no circumstances to postpone the meeting of the next Convention.

"Mr. H. Wilson subsequently offered, in behalf of the Ohio Board

of Trustees for Benevolent Institutions, an invitation to hold the next Convention at Columbus. The invitation was referred to the Committee of Arrangements.

"Mr. Brown offered the following preamble and resolutions :

"WHEREAS, on the 7th inst., it pleased God to remove from his place of honorable trust and usefulness, Rev. J. ADDISON CARY, A. M., the Superintendent of the Ohio Deaf and Dumb Asylum ; and whereas, we, the Delegates of the Ohio, Kentucky, Indiana, and Illinois Institutions for the Deaf and Dumb, entertain for his memory the most profound sentiments of respect and esteem ; therefore be it,

"1. *Resolved*, That we deeply deplore the death of the Rev. J. ADDISON CARY, the Superintendent of the Ohio Deaf and Dumb Asylum, both on account of his many amiable qualities which were so constantly manifested in all the relations of life, and that distinguished success which had attended his labors for the intellectual, moral and religious improvement of deaf mutes.

"2. *Resolved*, That in his death we mourn the loss of the upright man, the ripe scholar, the exemplary Christian, the kind and highly successful teacher, and distinguished divine.

"3. *Resolved*, That we will ever treasure among the most sacred trusts of our memories the virtues of the departed, believing that his life presented a model as Teacher and Superintendent rarely equaled, and never surpassed.

"4. *Resolved*, That our highest wishes in behalf of the unfortunate deaf mutes of our common country will only be met when numbers shall be raised up possessing the talents and virtues of our departed friend.

"5. *Resolved*, That we would respectfully suggest to our friends of the New York Institution the propriety of preparing an extended memoir of the Rev. J. A. Cary for publication.

"6. *Resolved*, That in this, the home of her deep affliction, we sincerely sympathize with the bereaved widow of our departed friend, and we claim the indulgence of mingling our tears with hers over the grave where reposes one so loved and so honored.

"7. *Resolved*, That a copy of these resolutions be presented to the family of the deceased, and that the same be communicated to the editors of different papers of this city, and to the editor of the American Annals for the Deaf and Dumb, with a request for publication.

"Mr. Gillet rose and said : *Mr. Chairman*—It may not be out of

place, in view of the relations which have existed between the deceased and myself, to say a few words. Hardly one year ago it was my pleasure, in connection with my associates, to welcome to our institution and our state, him of whose high place in our esteem these resolutions are designed to be a testimonial, and whose loss we can not but deplore. We had placed our expectations high, for we had heard of him as a man of reputation among men of reputation. That year has passed away, and in the inscrutable dispensation of HIM who doeth all things well, it has proved to be the last of his useful life. During that time, in all our intercourse, I may say in behalf of myself and fellow-teachers, we have uniformly found him the courteous gentleman, the ripe scholar, the accomplished instructor, the tender guardian of the unfortunates committed to his charge. Having long been a teacher himself, he could sympathize with the teacher in his difficulties and toils, and none better than he knew how to address words of encouragement to cheer him to renewed effort. Had it pleased an all-wise Providence to spare his life and health, our highest anticipations, I doubt not, would have been fully realized. But, alas! that our most cherished plans should so often be thwarted by the higher and wiser purposes of HIM in whose hand are the issues of life!

“Mr. CARY has gone from among us. The tongue so eloquent in counsel is silent. The countenance, ever beaming with sympathy, and kindling emotion in those around him, is calm in the impress of death. The voiceless mute in vain looks for the accustomed smile of approval. A venerable father is now absent, on the melancholy errand of depositing his remains in their last resting place among the ashes of departed kindred. His widowed companion, his orphaned children—my poor language can not tell their loss.

“But blessed be the gospel, which upon the darkest hour of our humanity opens the brightest prospect of immortality. It was his guiding star, his moving impulse, his strong consolation. By it he lived, and in the peaceful radiance of the hope it inspires he died. May the remembrance of his laborious and exemplary life, his unpretending piety, and unwearied sympathy for the wants and woes of our race, ever quicken us in the benevolent work to which we have consecrated our best years, and contribute to prepare us for that rest to which in the midst of his usefulness he has been called.

“The preamble and resolutions were then unanimously adopted, and the remarks of Mr. G. requested to be reduced to writing for publication with the proceedings.

"On motion of H. N. Hubbell of Ohio, it was ordered that the proceedings of this meeting be sent for publication to the city papers, the American Annals, and the Radii.

"After accepting an invitation to dine at the Institution, the meeting adjourned.

J. A. JACOBS, *Chairman*.

H. S. GILLET, *Secretary*.

Higher Education for the Deaf and Dumb. In the last number of the ANNALS, we reported the action of the American Asylum, in respect to the formation of a *higher class* in the institution. That class has been formed, under very favorable auspices, and has been placed in the experienced and capable hands of Mr. William W. Turner. A similar class has also been formed in the New York Institution. We have before us a "Report on the Education of the Deaf and Dumb, in the Higher Branches of Learning, by Harvey P. Peet, LL. D.," the President of the Institution, in which the necessity for such a provision to carry forward the education of deaf mutes, is forcibly set forth. We have only room for a few extracts from this Report, embracing some of the conclusions at which Dr. Peet arrives.

"The teacher of the High Class should be selected by the Board for superior character and eminent qualifications as an instructor of the deaf and dumb. He should possess talent, thorough education, very varied and accurate information; ability to command the attention of his pupils, and rare facility in interpreting words and idioms, with rapidity, spirit, and fidelity in the language of gestures. His character, manners, and social position should be such, that he can in the absence of the President creditably supply his place as Vice-Principal, *ex officio*.

"The term of instruction of the proposed class, should not be less than two years; three would be more desirable; and there may even be pupils, for whom it may be advantageous to remain four years. The extension beyond two years is a matter to be considered hereafter, when the High School is fully established, and its course of studies marked out. Such an extension may possibly make necessary the appointment of an additional professor.

"The studies of the class should embrace the higher branches of

a good English education. Special attention should be paid to the etymology, syntax, synonyms, idioms and colloquial and figurative expressions of our language. A course of reading, selected from the best authors, should be marked out, to give the class a general acquaintance with the better portions of our popular literature. The studies of the seventh year in History, Geography, Arithmetic and Astronomy, should be continued, and made thorough. Attention should be given to Drawing, and special encouragement to any decided talent for the fine arts. Mathematics, Natural Philosophy, and such other useful and ornamental sciences as may be found desirable, may be taught.

“If there should be pupils in the class who have already mastered the studies to which the majority of the class attend, or who, by superior talent and industry, are able to pursue additional studies at the same time, a special course may be marked out for such. Some might wish to acquire the French, or one or two other languages. Others might desire to perfect themselves in Book-keeping, or in Trigonometry and other practical branches of the mathematics, with a view to obtain employment as accountants, surveyors, civil engineers, etc. There has been an instance in France, in which a deaf mute (Paul de Vigan) went through a course of the Physical Sciences with distinction. And there are semi-mutes both in Europe and in America, (as Dr. Kitto of London, and James Nack of New York,) who have attained to eminence as scholars, and have been successful in authorship. There may be among our pupils some, whose energies demand employment, while their circumstances do not oblige them to follow a remunerative calling. Such may become distinguished in departments of Natural History or Science.

“Those members of the class who possess a fair ability to articulate and to read on the lips, should be exercised in those accomplishments, with a view to increase their facilities for social intercourse. It may even be found expedient to practice them in some generally understood system of short-hand writing, as well as in some eligible method of syllabic dactylogy, if such a method be found, by which those deaf persons, who are blessed with companions more than usually quick and intelligent, may be able to receive from them, on paper, or in the fingers, verbatim reports of public discourses or of social conversations.

“It is evident that only a general outline of the studies of the proposed class can be sketched in advance. To fill up the details will demand very careful reflection, and a thorough knowledge of the

previous attainments of the class. When the foundation of the class is decided on, its professor appointed, and its members selected, the programme of studies can be laid down and arranged.

"We may add, however, that while the members of this class should be required to use words as much as practicable in their intercourse with their teacher and with each other, we accord with the opinion expressed by the President in his Report, (p. 110,) that it is not advisable by any means to *prohibit* the use of the language of signs for the explanation of words and phrases, or even for the communication of facts. In no way can the lessons of a class of deaf mutes be made more impressive, or their progress be more easy and rapid, than by the judicious use of the language of signs, in the hands of a master of that language.

"The members of this class should enjoy some privileges to mark the sense entertained of their advanced position, and be invested with a degree of monitorial authority over the other pupils. They should, however, remain subject to the general regimen of the Institution; and those whose prospects or circumstances do not make it inexpedient, should continue to improve themselves in the trade they have already learned; thus retaining and strengthening habits of industry and self-dependence, and promoting health. As they will be at the critical period of life when the moral character is exposed to the greatest dangers, the moral and religious influences of the Institution will be to them of peculiar value."

The following are the resolutions adopted by the Board of Directors.

"1. *Resolved*, That it is expedient to establish in the Institution for the Instruction of the Deaf and Dumb, a class of pupils to pursue a course of studies embracing as far as practicable the following, viz., Instruction in the common branches continued, Drawing, Natural Philosophy, Natural History, Geometry, Algebra, Logic, Intellectual and Moral Philosophy, and such others as the President may from time to time direct.

"2. *Resolved*, That the said class should consist of at least six pupils,—three of each sex, to be selected at the annual examination, in July next, by the Superintendent of Common Schools, the President, and the Committee of Examination.

"3. *Resolved*, That it be recommended to the Board of Directors to make the necessary provision for the support and education of the

said class, until the result of the contemplated application in its behalf to the Legislature shall be known.

"4. *Resolved*, That the President have authority to admit into the said class, after a sufficient examination under his direction as to character and qualifications, such additional number of pupils, who may desire to pursue their studies in the higher branches of learning, as in his judgment the advancement of the class may render expedient."

Dr. Peet informs us, in a private letter, that the class thus formed now numbers twenty pupils, and that its prospects of success are quite encouraging.

The Idioms of the Deaf and Dumb. At the Second Convention of American Instructors of the Deaf and Dumb, held in Hartford a year ago, a very interesting paper on "Deaf-Mute Idioms" was read by the Rev. Mr. Cary, late Superintendent of the Ohio Asylum, from which we make the following extract. Mr. Cary says :

"In illustration of the foregoing remarks, we wish to present somewhat at length, specimens of the peculiar idioms of the deaf and dumb. They will bring out into a strong light, the great difficulty in teaching the deaf and dumb, which is, to make them write in an English style, to construct their sentences according to English models. They will also, we think, make an impression, such as an accumulation of facts alone can make, of the grand obstacle which the deaf mute encounters in his education, viz., the great diversity of forms in which his thoughts may couch themselves, and the uncertainty as to which of them may suit the language of the people among whom he dwells. These illustrative sentences may serve also to convince the visitors of our schools, that they ought to be surprised at the general accuracy with which our pupils use the English tongue, rather than at the occasional errors which mar their style and betray their peculiar infirmity. In order that the reader may see that the peculiarities of the deaf-mute style which strike him as so singular and new, are found in both ancient and modern foreign tongues, a few selections will be given, though imperfectly, in English words, the resemblance appearing much stronger in the original than it is possible to make it in a translation.

NEW WORDS.

Deaf mutes under instruction acquire ideas faster than words. Hence they are often inclined to coin new words to supply the deficiency. In doing this they often show much ingenuity and remarkable clearness of perception. A few words are here given, some of them in the very sentences which the pupil wrote when introducing them:—

As *Road-boat* for canal-boat.

Wall-floor for pavement which is made of stones and laid level like a floor.

Brick-levels for a sidewalk which is level and made of brick.

Sparkle-stones for a flint.

Small-poxers for those who have had the small-pox.

WORDS IN SENTENCES.

George Whitefield *war-hooped* it.

A naughty child *disgoods* the good children.

An *orderous* pupil orders the boys.

He *merciéd* (pitied) them.

We were interested to look at the various *biographies of the pictures* (portraits) which had been painted.

Jane *haughts* (is haughty.)

She *lunged* (breathed hard in dying.)

A *repentable* man has besought God.

Before starting the captain of the steamboat told the *boilers* (engineers.)

I *grated* her, *i. e.*, thanked her.

I *gratify* (thank) God, because the pupils came from their parents to learn the alphabet. (The pupil learns that gratitude and grateful mean the same as thankfulness and thankful, and he then makes similar new verbs to suit his purpose.)

The pupils *funeraled* in Prince Street, *i. e.*, they walked two and two in procession as at a funeral.

The children often play and *bellows* with the bellows for the fire.

Father Matthew purchased the *grave-farm*, *i. e.*, a plot of ground for a cemetery.

My father some years ago determined to remove to the West, but my mother *wonted*.

That island is now called Great Britain, and the natives were our *ascendants*. (The pupil meaning ancestors, the opposite of descendants.)

He *eloquented* them very much.

ABSTRACT NOUNS.

The constable caught the man in the prison, and he was very *miserableness*.

The people of the United States are *voluntariness* like the people of England.

Mr. L. very *kindness* Mr. C.

(Compare Ps. cx. 3. "Thy people shall be willing in the day of thy power." Hebrew, Thy people willingness.)

ADJECTIVES AGREEING IN GENDER WITH NOUNS.

My mother received a letter from *his* husband last August.

Her (Capt. John Smith's) mother could not whip, for she was very weak.

(Compare Greek—John xvii. 24. That they may see the glory the *my*; *ἐμν*, fem.

Also Latin—Gen. iv. 1. Adam vero cognovit uxorem suam Hevam, *i. e.*, Eve *her* wife.

And French—John xix. 26. Jesus donc voyant *sa* mère—dit à *sa* mère, Femme violà *ton* fils. Puis il dit au Disciple; Violà *ta* mère.)

THE VERB PRECEDING ITS NOMINATIVE.

Mr. C. told to stand and *began the pupils* to write.

Some of the gentlemen threw at the tenpins on the floor, and *fell down the tenpins* on it.

Then the horse drew the wagon away and *fell down the large baskets* of bread.

I expect *will come my brother* to arrive at New York.

(Compare Hebrew—Ps. lxxii. 20. The prayers of David the son of Jesse are ended. Literally, Ended prayers David son Jesse.

Also Vulgate—Lev. xxi. 1. Dixit quoque Dominus ad Moysen. And Ex. xv. 1. Then *sung* Moses and the children of Israel *sung this* to the Lord.)

OMISSION OF THE VERB TO BE.

O sweet angels always with Jesus who in heaven.

O blessed my Father who in heaven.

(Compare the Lord's Prayer, Our Father who in the heavens.

Also Hebrew—Ps. cxviii. 1. Give thanks to Jehovah for good (ki-tob) for forever mercy his. English—O give thanks unto the Lord; for he *is* good; because his mercy *endureth* forever.

Hebrew—Ps. cxx. 7. I peace, but when I speak they for war.
English—I *am* for peace, but when I speak, they *are* for war.

Hebrew, interrogative—Ruth i. 19. And they said, This Naomi?
English—*Is* this Naomi?

Greek—Luke xxiv. 37. Eirene umin. English—Peace *be* to you.)

MISCELLANEOUS SENTENCES.

Was he *dying to die*? Yes, his soul was taken away.

The aurora borealis was very beautiful to *twilight* the sky.

I am unwilling to be a *speak* because quarrel.

Pres. Tyler is a *sentimental* man. (When the pupil was asked what he meant by sentimental, he replied, that President Tyler was the chief magistrate and *sent men* here and there to do his bidding.)

Miss —— is *brittle* passionate when the girls joke her, *i. e.*, she is quick-tempered.

A pupil who had received the present of a New Testament, covered it with white paper, and was anxious to prevent others from injuring it. He had learned a prohibitory phrase on the doors of certain workshops, and as he thought it would answer his purpose exactly, he copied it in a fair hand on the clean cover—NO ADMITTANCE.

The boys went up into the sitting-room. They must order, but several of them *out of ordered*."

"*Vox Oculis Subjecta.*" In one of Mr. Porter's bibliographical articles, (ANNALS, Vol. I., No. 3,) some account is given of the book thus entitled. George Brinley, Jr., Esq., of this city, possesses a copy of this very rare work, which he has kindly put into our hands. It originally belonged to the late Judge Cranch of Washington. Mr. Porter states that it was written by an American, whose name and history were unknown to him. Judge Cranch gives the name of the author as "Francis Green, native of Boston," but does not say how he ascertained it. The volume is made up principally of extracts from Bulwer, Amman, Holder and Wallis. In the Appendix, some illustrations are given of the attainments of Mr. Braidwood's pupils in the use of language; two of which we subjoin. The first is as follows.

"Copy of the *Form of Prayer*, taken from the mouth of a child who *had been dumb*.

"O God! pardon all my sins, make *me good* and holy;—bless my *father* and my *sister*, and all my friends:—keep me from all evil, sin, and danger, and take my soul to heaven when I die, for Jesus Christ's sake! Amen!"

The other is a copy of verses, in respect to which Mr. Porter very properly remarks, "we must be excused from receiving them as the production of one deaf from birth."

"ON SEEING GARRICK ACT.

"When Britain's *Roscus* on the stage appears,
Who charms all eyes, and (*I am told*,) all ears,
With ease the various passions I can trace,
Clearly reflected from that wondrous face;
Whilst true conception, with just action join'd,
Strongly impress each image on my mind:—
What need of sounds, when plainly I descry
Th' expressive features, and the speaking eye?
That eye, whose bright and penetrating ray
Doth *Shakespear's* meaning to my soul convey:
Best commentator on great Shakspear's text!
When *Garrick* acts, *no* passage seems perplext."

The writer adds, "The above lines appeared in some of the London newspapers and magazines of the times, namely, about the end of the year 1768."

A New Head to an Old Institution. Mr. Collins Stone, who has been connected with the American Asylum as one of its instructors for about twenty years, has received and accepted the Superintendency of the Ohio Asylum for the Deaf and Dumb, made vacant by the death of Mr. Cary, and has entered upon the performance of his duties. The long experience of Mr. Stone, together with the energy and executive talent which he will carry to his new sphere of action, give us the highest assurance of the future prosperity of the institution over which he is henceforth to preside. His old associates resign him with regret, so far as personal feeling is concerned; but they are happy to regard his translation to the West as furnishing a new bond of connection

between the deaf-mute institutions of the two sections of the country, and, as the following note more fully testifies, their best wishes will attend him in all his future labors. It was put into his hands on the day of his departure from Hartford, as a spontaneous expression of regard from the principal and all the instructors of the Asylum.

AMERICAN ASYLUM, Oct. 9, 1852.

MR. COLLINS STONE :

Dear Sir: Having been officially notified of your acceptance of the appointment of Superintendent of the Ohio Asylum for the Deaf and Dumb, and of your early departure, we can not let you go without a few farewell words.

We part with you in sorrow and in joy ;—sorrow at the loss of a long tried and faithful friend and associate, whom an intimate acquaintance of many years has taught us to love and respect ; and joy that a sister institution is henceforth to receive the benefit of your ripe experience, by an appointment honorable alike to herself and to you.

Confident of your success in your new position, and praying for your future welfare, we subscribe ourselves,

Most sincerely,

Your friends,

LEWIS WELD,
LAURENT CLERC,
WILLIAM W. TURNER,
LUZERNE RAE,
SAMUEL PORTER,
JARED A. AYRES,
HENRY B. CAMP,
DUDLEY COOKE,
WILSON WHITON,
JAMES L. WHEELER.

AMERICAN ANNALS
OF THE
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JANUARY, 1853.

CORRESPONDENCE ON THE SUBJECT OF ESTABLISHING
IN ENGLAND AN INSTITUTION FOR THE ADULT DEAF
AND DUMB.

[MANY of our teachers, and especially the heads of our institutions, hold quite an extensive correspondence with other teachers of deaf mutes and with gentlemen interested in the condition and education of the deaf and dumb, in this and other countries. Observations are thus often elicited and veins of thought struck upon, which it is desirable to preserve for the common benefit. We trust that all our American teachers who write and receive letters of general interest, will follow Dr. Peet's example in making public, for the benefit of the cause, the correspondence below. EDITOR.]

LETTER FROM G. L. P. EYRE, ESQ.

LONDON, 9 MONTAGUE PLACE, RUSSELL SQUARE,
1st May, 1852.

SIR:

I desire respectfully to bring to your notice, a project which is in contemplation, for establishing an Institution for the benefit of the Adult Deaf and Dumb in this country, with whose condition and peculiar trials you are, I believe, intimately acquainted. The unprotected and helpless state of this afflicted class of our brethren, and the absence in this

country of any adequate provision for their industrial education, or for their moral or spiritual welfare, have suggested the duty of making some further effort to ameliorate their condition.

The exigencies of the case, it is considered, call for and would be answered by the establishment of a central institution, in the nature of a college; the situation of which would, it is conceived, be chosen to the best advantage if fixed in or near the metropolis. In such an establishment, the means might be provided for undertaking the education of wholly untrained adults, and also for carrying forward the industrial, moral and religious education and training of others, from the stage to which it is necessarily limited in the existing institutions for deaf and dumb children, to a point which would qualify them to earn an independent livelihood and to become useful and valuable members of society. It is also proposed to render it the medium of settling in life and finding employment for those competent to support themselves by their own exertions, and to make it at the same time a home and asylum for the necessitous sick and aged. Whether, indeed, the attempt should be made to embrace *all* these objects in one establishment, may deserve further consideration; but there *is* one object for the benefit of the deaf and dumb of whatever age and of whatever station in life, to which an establishment of the kind in question might be made especially subservient, *viz.*, that of general improvement in the method of training. The institution would afford peculiar facilities for the education of teachers for the deaf and dumb and for settling a system of symbols and training to be adopted throughout the country; and as a medium of communication with foreign institutions of a similar description it would furnish opportunities for introducing here any improvements which might thus be brought to light.

You are probably aware that an attempt has been made for some years to carry out some of the charitable purposes referred to, by an institution called the Adult Deaf and Dumb Institution, situated in Red Lion Square, London;

but for reasons into which it is unnecessary to enter, that institution has fallen into abeyance, and it appears to myself and some of my friends who are prepared to exert themselves for such an object, that the present numbers and condition of the adult deaf and dumb in this country are such as to require an establishment of the kind suggested, on a much more extensive scale than any hitherto attempted.

Under these circumstances, we conceive that it is only necessary to bring the *facts* of the case *clearly* before the public, in order to induce them to give a liberal measure of support to such a project; and my object at present is to collect *authentic* statistical and *general information* on this subject, and the opinion of those to whom the condition and requirements of the deaf and dumb are known, as the *ground-work* of an appeal to public sympathy on their behalf.

I shall feel, therefore, particularly obliged, if you will kindly favor me with your opinion upon this subject and with suggestions which your experience may dictate. I should also be glad to learn from you what estimate you form as to the numbers of the adult deaf and dumb in this country, and any *reasons* which seem to you to render such an institution as the one proposed necessary, or likely to be useful to the class for whose benefit it is designed.

I would also beg to be favored with *any information you may possess*, and the *sources* from which it is derived, as to the relative condition of the deaf and dumb in this and in other countries, and with your views as to the adoption of an *uniform* system of training, as to the objects which should be embraced in an establishment of the kind in question, and as to the general purposes of material, educational and spiritual benefit to the deaf and dumb which it might be made to subserve.

I am, sir,

Your obed't serv't,

G. L. P. EYRE.

To DR. PEET,

Deaf and Dumb Institution, New York.

LETTER FROM DR. PEET.

INSTITUTION FOR THE DEAF AND DUMB,
NEW YORK, June 30, 1852.

DEAR SIR:

A pressure of official duties has prevented me from giving to the subjects embraced in your letter of the 18th May, as full and deliberate reflection as I could wish, and as is requisite in order to form satisfactory conclusion on matters of so much importance and capable of being contemplated in such varied points of view.

Writing at the distance of three thousand miles, and without means of full information on many of the points involved, I feel much diffidence in putting forward my opinions, when there are so many gentlemen in the British Isles better qualified to give advice in the matter. Still I can not withhold any aid which my long experience in matters connected with deaf-mute education may enable me to give toward the philanthropic objects you have in view.

Following the order of topics presented in your letter, I will consider first the project for an institution for "wholly untrained adults."

I have understood that the deaf mutes of the British Isles (those of Ireland, at least, and I presume those of England also) were enumerated, for the first time, in taking the census of 1851; but the results have not yet reached me. Judging, however, by the results of similar enumerations in Scotland and other countries of Europe, which give a general average of about one deaf mute in every fifteen hundred or sixteen hundred of the population, I think it may be safely assumed that, allowing the proportion to be considerably smaller in England than in Scotland or Russia, there can not be less than ten thousand deaf mutes in England and Wales, and fifteen or sixteen thousand in all the British Isles.

Of the whole number of deaf mutes in any country, about one-sixth, on an average, are too young to be placed in school, (unless the age of admission be very early;) another sixth part are of the age when they should be in school, and the remaining two-thirds are past the usual age of attending

school. This would give six or seven thousand adult deaf and dumb in England and Wales.

Of the number who are of the schoolable age, at least one-half, according to the best information I possess, are now left without provision for their education; for the ten or eleven English Institutions contained according to the latest reports not more than 750 pupils, instead of the 1,600 or 1,700 who, according to the above calculation, should have been in school. In Scotland, the provision for the education of the deaf and dumb is better than in England, but in Ireland it is more deficient, so that the average proportion of deaf mutes left uneducated in all the British Isles, will not differ much from that of England.

If only one-half, at most, of the deaf-mute children of suitable age are now receiving any sort of instruction, (and it is to be noted that the case was worse a few years ago,) evidently at least one-half the adult deaf and dumb of the British Isles must be wholly uneducated. The number of these can hardly be less than three thousand in England alone, of whom there must be several hundred in London. This is an appalling calculation. It is painful to reflect that there are in one of the most enlightened and Christian countries of the world, several thousands of our fellow-beings, of our own Anglo-Saxon race, too, who have grown up without any moral or religious training, and who have scarcely any more idea of a God, or hope in the future, than the beasts that perish.

While the best prospective remedy for this deplorable state of things is in extending the present means of education, till all that are of suitable age can be instructed, so that the sad spectacle of so many of our fellow-men whose faculties, originally capable of improvement, have been dwarfed, distorted and nearly deadened by neglect and inaction, may disappear, or nearly so, with the present generation; still the case of this present generation of uneducated adults calls loudly for some effort in their behalf. The question is, what can be done for *them*? Are they, as a body, wholly beyond the reach of benevolent effort, and with no prospect before

them but hopeless ignorance, misery and death? I trust not.

In America, adults up to the age of twenty-five, and even thirty, have frequently been admitted into our schools for the deaf and dumb. Happily, the provision for the education of deaf-mute children has of late become such that there are now, in this section of the Union, comparatively few who by negligence or the deficiency of means are prevented from coming to school till they have reached the adult age. In Great Britain, the rules of most of the schools limit the age of admission to twelve, thirteen, or at the most, fourteen years. And I believe these rules are, in most cases, strictly observed; indeed, the presence of uneducated adult deaf mutes in a school for children is undesirable. Since, then, adult deaf mutes can not, with very few exceptions, if any, be admitted into existing schools in England, if anything is done for them it must be either by private effort in individual cases, or by founding a special institution for the adult deaf and dumb.

Something—not much perhaps, but yet *something*—can be accomplished by private effort, mainly by diffusing information among the friends and relatives of uneducated mutes, of the best mode of communicating with them, and encouraging them to use those means for the purpose of moral and intellectual improvement. But for any extensive and valuable results, a special institution will be necessary.

It might be presumed that the annual selections of pupils for the different British schools, take, on the whole, the brighter and more promising portion of the deaf and dumb children in the country; so that the chances are that those left uneducated will be of inferior natural capacity. And the case of such, not very promising in their best age, becomes peculiarly discouraging when years have strengthened all their evil propensities and weakened their originally feeble capacity for improvement. Even for these, if not much past the age of twenty, something can still be done; while there probably are many cases in England, as in other countries, in which promising deaf-mute children have been kept from

school, sometimes because they could not be received, sometimes from excess of parental fondness, and at least as often from the opposite extreme of selfishness, because they were found active and useful at home.

Many of these uneducated mutes are bright, observing and, within a limited circle of ideas, quick, intelligent and ready in all communications by signs with their intimate associates. Such deaf mutes always possess a somewhat copious dialect of gestures, which, by associating with those skilled in gestures, they could soon learn to extend and improve, for there is no spoken language more capable of extension and improvement than the language of gestures. *It is in this extension and improvement of their language of gestures that the efforts to ameliorate their condition must be founded.* Their case is in some degree similar to that of the adult portion of a tribe of savages, whose improvement and Christianization can only be undertaken by a missionary thoroughly skilled in their own language; and the deaf mutes will have this advantage, that they have no prejudices or previously cherished faith to stand in the way of the gospel.

In these views I am not guided by probability or conjecture. As I have already remarked, we have often received deaf-mute adults into our American schools, and have found that while they are far less capable of acquiring written language than those who begin at a more favorable age, and also somewhat more difficult to control; they have scarcely ever failed to learn quite thoroughly the improved and copious language of signs in use in the Institution, and through that medium to acquire a considerable development of ideas, a great amount of general information that increases their comfort, usefulness and happiness through life, and in nearly all cases much religious knowledge and strong moral and religious impressions. And I doubt not that many adult deaf mutes may be found in England, for whom an educational institution might be the means of great and enduring good.

On the question of location of such an institution, whether in a great city or out of it, something may be said on both

sides. In a city like London, it may be said, that it would be difficult to prevent the inmates from occasionally straying away in time of recreation, and that there might be danger of their being led into evil associations that would neutralize all the efforts in their behalf; that this danger would make necessary so much restraint and so close a supervision, that many of them might become discontented and seek to escape. All possible means should be adopted to make this proposed institution a home, in which it will be felt a privilege to remain, and expulsion from which will be regarded as a punishment. It may be added, that a location within a few miles of the metropolis might not offer the same objections, and give facilities for employing a portion of the inmates in agricultural labors.

On the other hand, it may be urged, and the argument has great weight, that a location of such an institution in the capital would afford much greater facilities for industrial occupations, and that the means of sustaining it could be much more readily and easily obtained.

In the successful management of such an institution, a great deal depends on the choice of the principal and his assistants. It is only under the care of men eminently expert and eloquent in the language of pantomime, and at the same time rarely gifted with the qualities that command the willing obedience of their inferiors, that any favorable results can be hoped for in the training of a considerable number of deaf mutes who have grown up without instruction. Of course such persons can only be found among those who have already had experience in teaching and governing deaf mutes. By means of their vernacular language of signs, used eloquently and impressively, we command their attention, enlarge gradually the circle of their ideas, cultivate their moral sense, and awaken the religious sentiment that has a place in every human heart.

I have already intimated that in the matter of reading and writing, but very moderate improvement can be expected from adult deaf mutes. Some may learn to keep simple accounts, some to write and understand simple language;

but a large number will hardly acquire more of written language than a few proper names, and a number of single words, which they can use with the aid of natural gestures to make their wishes known to strangers. For these limited acquisitions, a comparatively short attendance daily in school will probably go as far as a longer one. The time thus gained may be devoted to their industrial training.

What this industrial training should be, is a point in which I hardly feel competent to give an opinion. The experience of the late Adult Institution of London will furnish more light on this point than anything I can offer. Merely or mainly to teach trades, I should regard such an institution as a costly and uncertain experiment. The intellectual, moral and religious benefit of the deaf mutes, is what should be urged as the main object of such an institution, and the teaching of trades should be regarded as necessary, indeed, but as only incidental. To success in teaching trades, much depends on the character of the masters of the shops, and on the inducements they have to pay strict attention to the quality of the work. The important point of diligence may be secured by giving each workman the control of the surplus of his earnings above such a sum as it may be deemed reasonable to retain toward the expenses of the establishment.

Whether such an establishment can be made to maintain itself, is a question depending on too many contingencies to be solved except by actual experiment. It is my impression that for the first two or three years, at least, the deaf-mute adults, being supposed to be apprentices to their trades, as well as pupils in the school, can not be expected to earn a large proportion of their support, and it would hardly be just to make the more capable and industrious bear the support of those who are less so. After a few years' training, if the experiment succeeds as well as I hope it will, most of the deaf mutes will become well able to support themselves. It may, perhaps, be part of the plan of the institution to regard them in the same light as apprentices, whose labor, for the last few years of a definite term, may repay, in good part

at least, the instruction and support given them in the first few years. But of course, a period not remote will be fixed, at which the earnings of the pupil, above his necessary support, shall be at his own disposal, and by looking forward to this period, he will be encouraged to continue his exertions, as ordinary apprentices are.

When they have reached this point, some of them can probably establish themselves better, or at least more to their own satisfaction elsewhere, and they should be left free to do so, controlled only by parental advice and affectionate solicitude for their welfare. Others will prefer, for its social and religious privileges, to remain in or near the institution, where, I presume, employment can be furnished them; and they will serve as examples of diligence and success, and sometimes as teachers of the less expert.

The age to which admission into such an institution should be limited, can only be determined by trial, and will vary in different cases. Some are capable of benefit beyond the age of thirty; others not much past twenty. Previous habits and associations will make much difference here.

Of course such an institution as I have sketched, will serve equally well to carry forward the industrial, moral and religious training of deaf mutes who may have been dismissed from other schools imperfectly educated. The case of such persons is very similar to that of the uneducated. In some cases, they will, in consequence of the previous training they have received, make much better progress in written language. In other cases there will be little difference in this respect.

And I see no impediment in the way of the same association that shall be formed to support an adult institution, charging itself with the care of "settling in life and finding employment" for the deaf and dumb, more especially those who have been trained in its own institution. It appears to me, however, that every existing institution ought, to the extent of its means, to tender such aid to all its own pupils. The institution you propose to found may be able to give aid in cases where the other schools are unable or negligent. But

it is very desirable that there should be a good understanding among all engaged in this work of benevolence, that the cause may not suffer by interference or clashing among those who are engaged in it.

I can hardly advise the union of a "home and asylum for the necessitous sick and aged," with a school for intellectual, moral and industrial training. Such an asylum might be founded by the same association, but should, in my view, be a separate establishment.

The last purpose laid down in your letter, to make such an institution the means of "general improvement in the method of training" and the processes of instruction, and a central point for collecting information and, by communication with foreign institutions, for introducing whatever valuable improvements have been made in other countries, would be best attained, it seems to me, by encouraging annual meetings of the British teachers, and by publishing or aiding in the publication of a well conducted periodical, devoted to the cause of the deaf and dumb. Efforts have already been made to establish such a periodical, by two of the most intelligent and successful British teachers, Mr. Baker, of Doncaster, and Mr. Cook, of Edinburgh.

It may appear to you that in the plan I have sketched, the "Adult Institution" should only enjoy a limited term of existence, since its mission will cease whenever the provision for deaf-mute children shall be such that subjects for the "Adult Institution" shall no longer be found. I fear that happy time is yet remote. But if the Adult Institution shall accumulate funds and possess interest to prolong its labors beyond the supposed term, it can gradually adapt itself to the education of younger classes of deaf mutes, or unite its means with those of some worthy school for deaf and dumb children.

With respect to your inquiry as to the relative condition of deaf mutes in Great Britain and other countries, I have hardly any data for forming satisfactory conclusions. I would here refer you to Dr. Wilde, of Dublin, one of the commissioners for taking the Census of Ireland, who has re-

cently corresponded with me on the statistics of the deaf and dumb, and who informed me that he was preparing an elaborate view of the numbers and condition of the deaf and dumb of Ireland. Such a statistical view compared with that we expect to prepare from the United States Census of 1850 (the full returns of which are not yet made public) will furnish some positive data for correct conclusions.

- By my remarks on the system and processes of instruction in the different European schools visited by me last year, (in the Report on European Institutions annexed to our Thirty-third Report, of which I send you a copy,) you will see that I regard the methods of the British institutions as being inferior to those practiced in the United States. And so far as I have had opportunity of judging, the sign dialect of the British schools is much less graceful, clear, copious and precise than our own. This would be a very important matter in the case of an Adult Institution, since, as I have remarked, its success must mainly depend on the language of signs.

I have indeed met English deaf mutes as well educated, as intelligent, and as successful in life, as those of any other country; but no general conclusions can be drawn from a few isolated cases. For the results of our system, I refer you to the compositions of our pupils, printed in our Annual Reports, and to my remarks at the London convention of teachers. (See the Report just referred to, page 229, etc.) Perhaps you may be able to gather from the report of the proceedings of that convention some light on the subject you have in view; and I would further refer you to the account of an association for the benefit of the adult deaf and dumb of Paris, (page 130.) How far such an association as that of Paris would be useful in London, you can doubtless judge better than I can. I can not refrain, however, from recommending to your aid and encouragement, and that of the friends of the deaf and dumb, the labors of Mr. Matthew Robert Burns for the religious instruction of the adult deaf and dumb of London. (See the "Report on European Institutions," page 242, 243.) If, as I understand

to be the case, the large and wealthy institution in Kent Road refuses or neglects to attend to the interests of the adult deaf and dumb of London, a society like that of Paris seems to be necessary. But can not something be accomplished by appeals to the subscribers of the London Asylum? Surely, if they can be convinced that their institution is behind the age, they will not rest content without effort for improvement.

You will note that one of the objects of the society for the aid of the deaf and dumb in Paris, is to assist the poor parents of very young deaf-mute children and to procure for these children some preparatory instruction in ordinary schools, before they reach the age of admission into a special institution. They are thereby at least preserved from the danger of evil associations and forming vicious habits, to which deaf-mute children, neglected and left to run wild in the streets, are exposed, and can at least be taught to copy neatly and legibly proper names and the names of many common objects. In this way, their progress, when they come to an institution, will be much promoted.

I regard it as very desirable to disseminate generally throughout the community, a knowledge of the proper method of training very young deaf-mute children, for which the language of signs is the best instrument. Some general directions to this end are contained in our Twenty-seventh Report.

* It is my impression that this is a subject very imperfectly understood in the British Isles, from national disinclination to gesticulation, and from the early prominence given to instruction in articulation. It might be one of the objects of the association you propose to form, to disseminate such information.

In concluding this long and I fear unsatisfactory letter, I can not forbear to express my earnest convictions that in the case of apprentices, indentured to a trade, one of the best means that can be employed to insure their success and future well-being is a kind, benevolent and efficient supervision. This duty will require the appointment of an agent, a

sort of city missionary, a part of whose duty should be to explain the conditions of the contract and the nature of the service required of them, and encourage them to industry and fidelity; and, on the other hand, to see that they receive from their masters that which is "just and equal." They should also be encouraged to assemble on the Sabbath for religious worship, which should be conducted in the language of signs. Perhaps this can be done in connection with your proposed institution. By these means an efficient moral influence will be exerted over them, and, by the blessing of God, they will be prepared for happiness here and hereafter.

In the hope that your philanthropic object may be fully realized, I am,

Very sincerely,

And truly yours,

H. P. PEET.

G. L. P. EYRE, Esq.,
London.

OBITUARY OF MARTHA DUDLEY.

BY HARVEY P. PEET, LL. D.

To a large proportion of the readers of the *ANNALS*, the name of Martha Dudley is "familiar as a household word." There are hundreds of deaf-mutes, both in New England and New York, and some in all parts of the Union, by whom her memory is cherished as that of a second mother; and, as the matron, in fact or in name, of the American Asylum for about seven years, and of the New York Institution for a much longer time, she acquired the friendship and esteem of gentlemen connected with almost every institution for the deaf and dumb in the United States. It becomes, therefore, a task mournfully grateful to many of our readers, as well as to the writer, to place upon record a sketch of the life and character of our departed friend.

The life of a humble and consistent Christian, and unwearied laborer in an important but not conspicuous sphere of usefulness, seldom presents any striking incidents. In the course of that of Miss Dudley, the vicissitudes were few, and occurring at long intervals. Her duties, though demanding no small share of intelligence and tact, and the constant exercise of Christian and domestic virtues, were not of a kind to place her prominently in the eye of the world. But in the sphere in which she was placed she acted her part well. Like the woman commended by the Son of God, *she did what she could*. There are few who have borne a larger share of the cares and responsibilities incident to the control of youth, and none have borne them more unweariedly or conscientiously.

Miss Dudley was a native of Bethlem, Litchfield county, Connecticut, and was born June 21st, 1785. That little town was, in the days of her youth, favored successively with the ministry of two distinguished lights of the church, Doctors Bellamy and Backus, under whose preaching her early religious impressions were received. Her character was formed under circumstances of more than common advantage, not only in a religious, but a social and intellectual point of view. A school of high character, conducted by Dr. Backus, attracted to Bethlem several families of rare intelligence and refinement, and a social circle was thus formed much superior to what is usually to be found in country towns. In this circle Miss Dudley moved conspicuously, till in the lapse of time, by death and removals, it was broken up. Having buried many of her early hopes and friendships, she settled down contentedly in the condition of celibacy, and devoted herself thenceforward mainly to the happiness of others, finding her own happiness in promoting theirs.

In 1823, at the age of thirty-eight, she came to Hartford to reside in the family of the writer, her townsman and early friend, then an instructor in the American Asylum. When, soon afterward, the writer was appointed to the management of the domestic affairs of the Asylum, the title of matron was borne by Mrs. Peet, but Miss Dudley relieved the young wife and mother of the greater part of the active duties of

that office. This arrangement was continued when, in 1831, Miss Dudley removed with the writer and his family to the New York Institution, on his appointment as Principal of that Institution.

On the early and lamented death of Mrs. Peet, in 1832, the Directors of the New York Institution showed their appreciation of Miss Dudley's services and worth, by appointing her matron in name as well as in fact, which post she held for ten years, till 1842, when having nearly reached three-score years, her failing strength induced her to relinquish, with the title, a portion of the cares and responsibilities of the office. She, however, continued to reside in the family of the Institution till her death, taking as warm an interest as ever in its prosperity and the well-being of its inmates, and having some of the younger pupils under her special care.

The disease which terminated her life at the age of sixty-seven, began to manifest itself about fifteen years ago; and its progress toward the fatal termination was constant, but slow. From the native strength of her constitution, and the regularity of her habits, her health had been almost uniformly good till her last illness. When the disease became alarming, surgical operations were more than once resorted to, but with only temporary relief. Through all her protracted sufferings, not the slightest complaint ever escaped her lips. Her thoughts to the last seemed more for others than for herself.

On Monday, the eighteenth of October, 1852, she was attacked by severe pains in the stomach, accompanied with vomiting. The effect was to deprive her of sleep, and to prevent the retention of any medicine to relieve her sufferings, or of any nourishment to sustain life. In this state she lingered till the afternoon of the twenty-second, when nature gave out from mere exhaustion.

Conscious of the near approach of death, on the morning of the last day, she exchanged adieus with her near friends, who were watching, with deep and affectionate interest, her painful but composed passage through the waters of the river of death. A number of the pupils who had known her long-

est, and some little deaf-mute boys who had been under her especial care, were called into the room to take a last farewell, and receive a word of parting advice. Toward these last her feelings, even in that hour of mortal suffering, were those of a mother. She counseled them to give themselves to the Saviour in the morning of life, for "we know not how soon we may be called away from this world," and with the last faint pressure of her emaciated hand bade them a last adieu. The scene was deeply impressive and affecting, and we trust left impressions for good that will long abide.

As her last hour drew near, her voice failed, and she found it at times easier to spell words with her fingers than to speak. The same thing has happened in the case of others who had become familiar with the manual alphabet of the deaf and dumb. It will be recollected by many of our readers, that Mrs. Peet, after she had become wholly speechless, spelled with her fingers distinctly, the word "mother;" for the incident is commemorated in a touching little poem of Mrs. Sigourney, "The last word of the dying."

Miss Dudley's funeral was attended on Monday the twenty-fifth, in the chapel of the Institution, in the presence of the pupils, (for whose benefit part of the exercises were in their own language of signs,) of the immediate officers and directors of the Institution, and of a large number of friends and acquaintances, indicating how generally her worth was known and her character appreciated. The next morning her remains were conveyed to Hartford, and, in accordance with her own request, interred by the side of the grave of her early friend, Mrs. Margaret M. Peet.

Miss Dudley was methodical in all her arrangements, an early riser, neat in her person, enforcing neatness in all the appointments of the household, and punctual in attending to all the routine of daily duty. By the habit of method and system, she was able to accomplish more, and in a better manner, than if the order in which matters had been attended to, had varied with the feelings and circumstances of the moment.

She was conscientious in all things; in the economy of the

household, in care for the health, morals and happiness of the pupils, as well as in her own private concerns. She discharged the duties of matron with such uniform and unaffected kindness as to secure the affections of those committed to her care, by whom she was regarded rather as a friend than a governess.

She sympathized not only with the leading plans of benevolent enterprise which characterize the movements of the day, but also with those local schemes of charitable operation, whose object is to instruct the ignorant, to give bread to the hungry, and clothing and shelter to the destitute and friendless. Though frugal in her personal expenses, she ever uttered a liberal response to all the calls of suffering humanity and benevolence.

In early life she acquired a strong taste for reading, in which was her chief relaxation to the end of her life. Her mind was strong, and her judgment excellent. She was usually decided in her opinions, frank in expressing them, and independent and sometimes warm in maintaining them. Her attachments were strong and lasting. She loved and watched over the children of the writer as though they had been her own, and was in return loved and honored as a parent by them to the last.

Not the least interesting trait, indicative of her character, was the entire control, acquired by mingled firmness and kindness, and founded on instinctive confidence and affection, which she had over Julia Brace, the poor, blind, deaf mute at Hartford. Years after their earthly intercourse had ceased beyond a brief interview at long intervals, the thrice-darkened mind of poor Julia still kept a keen remembrance of her early mentor and friend; and when the death of Miss Dudley was made known to her, (recalling the idea of her old friend by the well remembered sign of placing the hand under her chin,) she expressed in her countenance and gestures a genuine sorrow.

Miss Dudley's religion accorded with the other traits of her energetic and well-balanced character. It was sincere, calm and unobtrusive. With her it was not merely a Sun-

day garment, but woven into the habits of her every-day life. She *said* but little of her own feelings; but in all things proved herself a consistent, intelligent, practical Christian. During the last years of her life, the Scriptures were her especial study. Aided by the best commentaries, and by standard works on theology, she employed much of her leisure in comparing Scripture with Scripture. Her views of divine truth were clear, and her reliance on the Saviour unfaltering. Nor did her hope and faith fail her in the last dread trial, for her death-bed was one of those that, while they awe, purify and elevate the soul of those present, and confirm the faith of the Christian.



ELEMENTS OF THE LANGUAGE OF SIGNS.

BY HARVEY P. PEET, LL. D.

THE language of signs is, in its elements, strictly a natural language. It is the native language of man, for it is the language to which all men instinctively have recourse, when they can not avail themselves of words. To those unpracticed in communicating ideas without the assistance of words, or of characters directly representing words, any particular dialect of the language of pantomime, especially when employed with the ordinary rapidity of colloquial intercourse, would be, at first sight, quite as unintelligible as any other foreign language. But two persons accustomed to communicate ideas in pantomime, though perhaps natives of opposite sides of the globe, and with sign dialects the most diverse, will readily exchange all familiar ideas at their first meeting. Thus it has been found that savages from the banks of the Missouri, and even natives of China, could converse to some extent in pantomime, with pupils of our institutions.

There are certain elements common to the pantomime every where, as the expression of the countenance, such gestures as are naturally prompted by strong emotion, and the

imitation or delineation of the actions, motions and outlines of objects. These elements constitute a truly natural and universal language, and by recurring to these, the less natural signs adopted in a particular dialect for convenience, or expedition of intercourse, can, with more or less circumlocution, be explained. This power of interpreting itself, is a peculiar advantage of the language of signs;—for spoken languages, unless interpreted by gestures, or by pointing to the objects, qualities or actions spoken of, can only be interpreted by means of some other spoken language.

Most of you will probably recollect reading in the narratives of travelers and navigators, and especially of men unfortunately shipwrecked and thrown among savages, of interviews between parties, neither of whom knew a word of the other's spoken language, yet who were able to discuss, by such signs as nature prompted, or as were invented on the spur of the moment, subjects of the very highest importance, involving peace or war, plenty or famine, liberty or slavery, even life or death. To cite the first example that occurs to me, I would refer you to the interviews of Captain James Riley with the Arabs of the great desert, soon after his shipwreck.

In such cases we see the value of some previous skill in pantomime. Persons accustomed to this mode of communication, will make signs with a degree of significance as astonishing to the unpracticed, as the rapidity and correctness with which an experienced draughtsman will delineate objects by a few strokes of the pen.

To give you some idea of the language of signs, it will be best first to describe the different elements from which it is formed.

The simplest class of signs are those denominated *signs of indication*. They consist merely in pointing to the object concerning which we wish to give direction, or ask a question. This mode of communication admits of more extensive use than you would, at its first mention, suspect. What is more common than to ask for any article in view by simply pointing to it, and holding out the hand to receive it?

Who would be at a loss to require, from a domestic, any ordinary service, by pointing to the instruments to be employed, and the objects to be operated on? If you were to hire a workman entirely ignorant of the English language, you would still find no difficulty in directing him to cut down a certain tree, or to mow a certain meadow, by simply pointing to the tree or the meadow, and if he is not at the moment provided with the tools, giving them to him, or pointing to them, or to the place where they are deposited. A man who should ride up to a blacksmith's shop and point to a shoe loose on one of his horse's feet, would need no words to explain that he wanted it fastened. As little would words be necessary to express the meaning of one who should point me to a broken tire on one of my wagon wheels, or other dangerous and obvious defect.

By the aid of a suitable expression of countenance, denoting questioning, certainty, or doubt, many questions can be asked and answered with as little difficulty. For instance, you may ask the price of any article, by pointing to it, and then showing several pieces of money, or counting on your fingers. You may ask the way a person intends to take, by pointing to himself, and then in different directions. With a little more contrivance, you may ask whence he came, by bringing the finger back from different points. Similar signs will satisfactorily answer such questions, only changing the expression of the countenance. Of course the same signs thus used in answering questions, may also be used in volunteering information.

If with the inquisitive expression which denotes a question, you should point to a scar, a bandaged wound, a torn garment, or the like, you will be universally understood to ask how the accident happened, and you may also ask who did it, by pointing to different persons. You can readily ask for any absent person by pointing to his accustomed seat. Other modes used by deaf mutes to recall absent persons, are, indicating their size and height, pointing to the place of a scar, a peculiarity of dress, or the like. Such signs, however, are often entirely arbitrary. Not to multiply instances

of the use of these signs of indication, the ownership of any piece of property may be asked and told, by showing it and presenting the hand toward different persons. Finally a great variety of questions asked either in words or any other way, are, in thousands of instances, answered by persons who have no idea of the language of signs, simply by signs of indication, and often too, by those motions of the head which are universally understood to signify assent or dissent.

Not inferior to the former in universal intelligibility, though more difficult for the unpracticed to imitate correctly, are those classes of signs which consist in the natural expression of the emotions, and in the imitation of human actions.

Though comparatively few can call up the exact expression of the passions at will, yet none can mistake them when skillfully represented. Who, for instance, ever failed to understand the gesture of invitation, or its opposite; of menace or of aversion; the impassioned gaze of the lover; the firmness of courage; the shrinking of apprehension; the swell of pride, &c.

The imitation of actions is, as you will perceive, equally intelligible, and thus nearly all things belonging to the outward life and daily avocations of men, can be correctly imaged. Even when the tools and materials are wanting to complete the picture, very few will fail to understand a skillful representation of a shoe-maker, tailor, blacksmith, weaver, mower, raker, plowman, sower, swimmer, &c. So of washing, shaving, dressing, combing, churning, milking, kneading bread, spinning, knitting, writing, reading, walking, driving, praying, shooting with a gun or bow, fishing with a line or net, rowing a boat, sawing, planing and boring, climbing, whetting a knife, razor or scythe, and in short, the list might be extended *ad infinitum*.

The imitation of the motions of animals will of course be less exact than that of human actions, but will be sufficiently intelligible in most cases, and sometimes strikingly characteristic.

A fourth class of strictly natural signs consists in delineating the outlines of objects. This, if done with some skill

upon paper, or even upon sand or snow, would of course be universally intelligible; but the deaf and dumb are accustomed to do it in the air. Where the outline is irregular or complicated, considerable practice is necessary both to trace it properly, and to retain in the mind the different lines as they are traced, till the figure is completed. But in some cases of marked and regular outline, it will be sufficient even for novices, to trace it in the air. In such cases the point of the finger traces lines, while the open hand describes surfaces. Thus the form of a circle, a semicircle, or any regular curve, a triangle, or square, or parallelogram, &c., may be distinctly traced by the two index fingers, while with the hands we imitate the form of a cubical or oblong box, a cylinder straight or curved, a cone or pyramid, a crucifix, or even a globe. In some other cases the delineation of the outline of an object may form the most convenient sign for that object—as a ladder, a candlestick, a serpent, a cart, or a bow.

There is another class of signs more artificial than those we have considered, and therefore, at first sight, less readily intelligible, but when the general principle on which they are formed is understood, they often become, not only more convenient, but more intelligible and distinct than such as are strictly natural. They consist in pointing to, or exhibiting certain objects, intending not these objects themselves, but the forms, positions, qualities and motions of other objects, which the objects pointed to or shown, may suggest. Thus, to convey the idea of a particular color, we point to any object in view of that color; in describing an absent person, we may indicate his general appearance, by pointing to another person of similar appearance. The expression of the countenance and the manner, to say nothing of the general tenor of the conversation, will sufficiently apprise one at all accustomed to converse by signs, whether the *objects* are meant, or their *qualities*, or which of their qualities. Thus color is denoted by moving the finger over the surface, as one would do to take off some of the color, if freshly painted; dimension in any direction, by seeming to measure it in that direction; weight by seeming to lift it, &c. Similar signs may be made

to ascribe the qualities of objects which are not present, but the ideas of which can be readily recalled by gestures, to other objects less easy to be thus recalled.

One of the most important uses of the hands in sign-making, is to represent various tools or other objects, and parts of animal bodies: sometimes this is done by the position they are placed in, sometimes by the motions given them, sometimes in both ways. Thus the ears of an ass, of a horse, of a rabbit, the horns of a cow, of a deer, the trunk of an elephant, the snout of a hog, the bill, or the wings, or the feet of a bird, the hooked beak of an eagle, the broad bill of a duck, the tail of a fish, &c., are all represented by the hands and fingers, and these representations form the usual signs for those animals. The mane of the lion, the pointed nose of a weasel or of a rat, the whiskers of a cat, &c., are represented somewhat differently, by seeming to draw the fingers over them.

Various tools, and objects on which tools are employed, are denoted in like manner. Here we have a choice to put the hands in the position of holding and using the tool, leaving the latter, and the object to which it is applied, to be supplied by the imagination, as in representing the use of a plane, a scythe or a hoe; or to convert one hand or part of it into the tool, and give it a corresponding motion, sometimes also making the other hand or arm stand proxy for the object operated on. Thus we can represent the cutting down a tree, by imitating the attitude and action of a wood-chopper, actually engaged in that task, or we can do it with less exertion, and in less room, by holding up one arm with the fingers expanded to represent the trunk and branches, while we seem to hack upon it with the edge of the other hand, which now stands for the ax. The use of a saw upon a stick of wood; of a blacksmith's hammer, represented by one fist upon a finger made proxy for the hot iron; of a pair of shears, represented by two fingers opening and closing on each other; of a table fork, &c., present examples of the same kind.

The actual imitation of many human or animal actions, as riding, skating, dancing, jumping, trotting, would often ap-

pear too violent or ungraceful, or require more room and occasion more fatigue than might be convenient or agreeable, in familiar conversation. Hence it is often very convenient to imitate them on a smaller scale, with the hands or fingers. Thus two fingers often stand for the legs of a man, and represent clearly enough, the attitudes and motions of standing, kneeling, hopping, jumping, dancing, riding, (by placing them astride the other hand,) walking along a rail or other narrow object, (which is represented by a finger of the left hand,) &c. The motion of a horse's legs in trotting and galloping is distinguished in a similar manner. Skating is represented by giving to the hands, with the forefingers curved up, a diverging and progressive motion similar to that of a pair of skates; walking, by the hands put down and lifted forward like feet, and running, by moving them more rapidly. In this last case they may either represent the feet, or merely the hands of one who swings his arms rapidly as he runs.

From the elements which have been enumerated, are formed two classes of signs, technically denominated *descriptive signs* and *signs of reduction*. The former are used to describe objects unknown or unfamiliar to the person to whom we speak, or to recall familiar objects to the mind of one unacquainted with our dialect of signs; the latter are abbreviations of the former, used in familiar conversation. We will illustrate them by an example or two.

Suppose a deaf mute should discover a bird of rare form or plumage in a tree, and wish to call the attention of a companion to that object, he would do as any other person would do, if any obstacle prevented the employment of the voice. He would simply attract the notice of the other by some gesture, and point to the bird. This sign is called, as I have already observed, a *sign of indication*. But perhaps the bird may not readily catch the eye of the other, and to direct his attention rightly, it may be necessary to give him an idea what kind of object he is to look for. Here descriptive signs are put in requisition. The deaf mute will endeavor, by presenting a variety of such gestures as I have described, to suggest the desired idea. He will designate the bill and wings

of the bird, its manner of clinging to a twig with its feet, its size by seeming to hold it between his hands, its color by pointing to objects of the same color, sometimes perhaps the action of shooting a bird (elevating the gun as one would do to shoot into a tree,) and of plucking its feathers. These signs he will continue for a longer or shorter time, according to the importance of the object in view, his own vivacity of disposition, and his previous success in communicating with the same individual, and desist as soon as he either finds himself understood, or loses the hope of being so. If on one such occasion he has been successful, he will, when he next has occasion to speak of a bird, repeat such of his former gestures as had seemed most intelligible. At every repetition he will find himself understood with less and less effort, and will accordingly more and more abbreviate his pantomime, till finally, as soon as he makes the first sign of the series, he will find himself understood, and from that time that single gesture will denote the object. This gesture is a sign of reduction.

In these signs of reduction, there is room for a great variety of dialects, since it is in each individual case, pretty much a matter of chance, which of the various gestures that may be used to describe an object, will finally become established as the sign-name of that object. Thus one uneducated deaf mute may denote a bird by its bill, one by the act of flying, one by that of shooting into a tree, one yet by seeming to pluck its feathers, &c., and finally some will habitually combine two or more of these gestures together. But when a number of deaf mutes are brought together, as in founding a new institution, the most graceful, convenient and strikingly appropriate signs are selected from the dialect of each individual, and in a very short time, a common dialect is formed, to which all subsequent comers readily conform. This is usually still further improved by the care and skill of the teacher, and it is handed down by tradition to successive generations of pupils, generally receiving from each, some additions to its vocabulary, or improvement in its structure.

The use of signs in schools for the deaf and dumb, for the

definition of single words, as well as for the explanation of phrases and sentences, has originated a class of signs more precise, and more nearly equivalent to words than those used among uneducated deaf mutes. Thus for instance, we have a sign for *person* (formed by referring with the hands to the erect form of the human body,) and this sign, joined as a termination, or part of a compound, to the radical signs for actions or operations, denotes the agent or workman, equivalent to the termination, *er*, or *or*. Thus, the sign for *to sew*, with this sign for a person annexed, denotes a *person who sews*, i. e., a *tailor*, which may be farther compounded by adding the signs for *male* and *female*, or for the kind of garment worked upon. In like manner, are formed the signs for a *teacher*, *painter*, *spinner*, *weaver*, *beggar*, *servant*, etc.; but colloquially, the radical sign is generally used without the termination.

In some cases, there is room for the exercise of ingenuity in selecting a convenient sign that shall be characteristic of a given trade or profession. Among the deaf and dumb, a *physician* is one who feels the pulse; a *dry goods merchant* is one who measures cloth; a *carpenter* one who pushes a plane. It may be added, as an instance of the mode by which precision is obtained in the language of signs, that when we have occasion to speak of a *plane*, we first indicate, by the hands, its size and shape, and add the action of using it. There are other signs also, used as terminations, designed to make signs more nearly parallel with words, for the analysis and *verbatim* dictation of sentences; e. g., signs to distinguish the parts of speech, as the *adverb* from the *adjective*, or the *noun* from the *verb*, (e. g., *wildly* from *wild*, a *walk* from *to walk*,) or the accidents of *mood*, *tense*, *case*, etc. Signs of this kind are what are properly called *methodical signs*. They are never used *colloquially*; but are of use in the school-room for the analysis of sentences. For the purposes of *dictation*, they are now but little used.

As in all other languages, so in the language of signs, there is a tendency to make one radical term, by modifications and compounding with other terms, serve for the representation

of a variety of ideas. And in a language of comparatively recent origin, (as the cultivated dialect of the language of gestures is,) the number of radicals is naturally fewer than in languages that have been cultivated and expanded during many centuries. For example, the sign for *shearing a sheep*, formed by the fingers for the shears, moved over the left arm for the sheep, is the radical from which are compounded, or derived, the signs for *ram*, *ewe*, *lamb*, *wool*, and *woolen stuff*. In like manner, the action of *mowing* may stand according to connection, or according to other signs joined to it, for *hay*, a *scythe*, a *mower*, or a *meadow*. It is observable that compound signs differ from the general order of words in English compounds, in that the principal term is placed *first*, instead of *last*. Thus a Roman Catholic church is a house of worship for those who make the sign of the cross; and is ordinarily represented by making *first* the sign for a house of worship, and *then* signing a cross upon the forehead.

It may gratify those readers to whom the language of signs is yet a novelty, to give a few instances of those employed in our institutions. A house is signified by laying one hand alternately over the other to denote its successive stories, and then joining the hands at the top in the form of a roof. This sign for a *roof*, repeated several times while the hands are moved round as it were over an area, denotes a collection of houses or roofs, i. e., a *town* or *city*. The hands with the fingers running horizontally and somewhat apart, are made to represent a *rail fence*, and carried around an area for a *field*. The same sign with some amplification and additional emphasis expresses the country. The sign for a field, with the addition of the sign for turning the earth with a plowshare, (the right hand pushed forward as if it were the share, and turned over as if it were the sod,) represents a *farm*. The rising and falling motion of the waves, expressed by giving the hands a motion as if floating on their surface, denotes a sea or other great piece of water. The hands are joined together in a manner the reader will easily conceive, and receive a like motion, to figure a boat. The hands and fingers are also made to represent the upward forky and wavy motions

of *flames* ; to which the appearance of blowing as if to kindle the flame is generally added. A single finger, held upright, and blown upon, denotes a *candle*. *Rain* is denoted by figuring with the fingers of both hands at once, the irregular descent of the drops or streams. Snow by the same sign, with the addition of the sign for white, (usually formed by seeming to pass the fingers over the ends of the white cravat formerly in general use.) A quick motion of the finger, as if following the forked flash, denotes lightning. A steamboat is signified by the regular rise and fall of its beam ; a masted vessel by holding up the thumb or the thumb and one or two fingers, to denote its number of masts, (the other fingers being closed,) and giving the hand the wavy motion already described ; a rail car by curving the first and second fingers of the right hand downward in a slight imitation of wheels, and running them along the same fingers of the left hand, which now represent the iron rails. The two forefingers are placed parallel, curved upward and made to glide forward, for a sled or sleigh.

Hitherto I have only spoken of those signs which express sensible objects, actions or qualities ; or those emotions and more simple intellectual operations which are attended by unmistakable expressions of the countenance. The reader will easily conceive that the elements which have been enumerated would fail to express ideas beyond the domain of sense. But the power of the language of gestures is not, therefore, restricted to ideas connected with sensible objects and actions. As in the first formation of all other languages, we supply the want of terms appropriate to moral and intellectual ideas by *metaphor* and *allegory*. To cite a few examples—*truth* and *falsehood* are denoted by describing, in the former case, a *straight*, and in the latter, an *oblique* line from the lips. *Theft* is denoted by seeming to take slyly something from under the left arm ; *justice* and *injustice* by denoting the equal and unequal height of the two scales of a balance ; *to help*, by propping up the left hand with the right. This last sign is the radical from which are derived the signs

for *useful*, to *support*, to *save*, and other words expressing kindred ideas.

Similar allegorical signs are usually joined with the natural signs of emotions, as in the signs for *love*, *anger*, *pride*, *happiness*, *misery*, in which the expression of the countenance is accompanied by allegorical signs made by the hand over the heart. In many such cases, the allegorical gesture seems a necessary, and indeed the most prominent part of the sign. But though an awkward beginner might be understood, making these signs, without the proper expression of the countenance, (as a dull school-boy would be, reading with a false tone and accent,) this expression is necessary to make the signs clear and impressive. And he who makes signs not only gracefully, but with correct expression, is in this language an *orator*.

As the signs for *passions* and *emotions* are referred to the *heart*, so those for operations of the intellect, as *know*, *think*, *understand*, *forget*, *learn*, *teach*, are referred to the *forehead*. To *know* is to *have* in the *forehead* or *mind*; to *forget* is to *lose* from the mind; to *think* is to *operate* in the *mind*; to *understand* is to have an idea *enter* the *head*; to *teach* is to *impart* from one's *head*; to *learn* is to *take* into one's *head*.

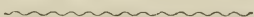
Allegorical signs are also used, to a considerable extent, to express ideas of time. The general idea of *the future* is expressed by pointing *forward*, and of *the past* by pointing *back* over the shoulder, in each case with the open hand. *Present time* is denoted by a horizontal position of both hands, near the person. These signs form the radicals from which, with the addition of the signs for an hour, a day, a week, a month, a year, etc., are formed signs expressive of the long list of such phrases as *to-day*, *this week*, *this year*, *yesterday*, *last week*, *last year*, *to-morrow*, *next week*, *next year*, etc. The signs for portions of time, it will readily be divined, are made by referring to the motion of the hands of a watch, the daily course of the sun, the annual revolution of the earth, or the changes of the seasons.

The tip of one hand is struck upon the palm of the other repeatedly, to denote *often*, *frequently*, etc.; and the finger

describes a circle repeatedly for *always*. This last sign, made with more prolongation and emphasis, represents *eternity*.

Soul and *spirit*, by a metaphor common to most languages, are signified by seeming to form with the fingers a body from the breath. An *angel* is of course a *winged spirit*. Clinging steadfastly to some elevated point of support is an emblem of *faith*, and washing of *sanctification*. Rubbing out, expresses *forgiveness*. This is denoted by passing the right hand over the palm of the left, as one would do to rub out an accusation written on it.

Such is the mode in which, from such simple and natural signs as were described in the beginning of this paper, capable merely of suggesting simple ideas already familiar to the parties, a language of gestures is gradually formed, not indeed as yet fully equal in precision, and concentration of thought, to speech, but capable of expressing directly, or by circumlocution, every idea of the intellect, every feeling of the heart.



ON THE DISUSE OF NATURAL SIGNS IN THE INSTRUCTION OF DEAF MUTES.

BY J. A. JACOBS.

By Natural Signs, I mean signs used in the order in which ideas arise in the minds of the deaf and dumb, however some of them may be conventional or even artificial; by Methodical Signs, I mean signs following the order of written language, with the necessary grammatical symbols and inflections; although most of them be natural, that is, are naturally significant of the words which they are employed to communicate. These definitions must be kept carefully in mind, for the terms natural and methodical signs, seem to be used by different persons in different senses. Whether here used in the original and proper sense, and whether they are the best terms that might be employed, is immaterial; a definite sense being given to them.

Where ideas alone, and not language, are desired to be communicated, or are the principal object of communica-

tion, natural signs are the proper instrument of conveyance, presenting the ideas with more force, vividness, and interest. If a story or narration is to be told for its ideas and interest only, it will be, of course, told in the natural pantomime of the deaf and dumb; if moral and religious instruction is to be communicated, the written language being for the time, matter of inferior consideration, the same mode of communication will be used. But when the acquisition of written language is the principal object; of its grammatical forms, and the order of its expression; the continued use of natural gesticulation, except in particular instances of difficulty, would seem to be antagonistical to this object. The order of the presentation of ideas in the two languages—the natural pantomime of deaf mutes and written language—is wholly different, as every one acquainted with the language of mutes, knows; often it is very difficult to convey, in a direct manner, the idioms of written language by the natural sign language.

That deaf mutes should acquire the use of written language with facility and correctness, it would seem to be desirable, if not indeed necessary, that they should learn to think, when they are using it, in the order of its expression, and to disuse, as far as it is possible to lead them to do so, the order and method of thought natural to them. If the natural sign language be still used in the school-room as the instrument of instruction, it is a complete counteraction to the acquirement of a habit of thinking in written language, or rather in its forms; for that educated deaf mutes can think in written language separately and distinctly from all signs, may well be doubted. To teach a sentence, or a series of sentences forming a story, narrative or description, by the natural pantomime first, is to foster the habit and order of thought natural to mutes. They will of course, first arrange their thoughts, or the thoughts will first present themselves in that order, and, when endeavoring to commit them to written language, a continual opposition and contest between the two antagonistic idioms occur, which must greatly embarrass the mute, and increase his inaccuracies.

If we wished to teach a foreigner to speak and write our language, we should surely, as soon as possible, require him to confine himself to its idiom, and would not first communicate every sentence taught, in that of his own language, and then in ours. This would be to teach him to continue to think in the arrangement and idiom of his vernacular tongue, and of course, to write and speak ours after the idioms of his own. We would endeavor, as soon as possible, to lead him to discontinue thinking in his own, and to think in our language. He would then speak and write with comparatively little difficulty. As long as he should continue to think in his native tongue, so long would he continue to use ours in its peculiar idiom. If a pupil had an awkward gait, or any awkward or unnatural use of his limbs, or features, we would at once insist upon its discontinuance, and the adoption of that which was common to the species.

Our object being to teach the deaf and dumb to use written language in communicating their ideas, with as much ease and correctness as possible, it seems manifestly wrong to employ as a means of instruction to impart it, natural gesticulation, whose arrangement of ideas and whose idioms are as nearly the converse of those of the English language, as two things could well be the converse of each other.

If then, as an instrument of instruction, the natural pantomime of mutes be not necessary, it might be inferred, in view of these considerations, that there could be little doubt of the propriety of its disuse. Is it then necessary? Is there no other instrument for explaining and communicating the use of written language?

Methodical Signs—that is, natural and significant signs, following the arrangement of the words in written language—are the proper instrumentality. The term methodical signs, as before remarked, seems to be used by different persons in different senses, or, at least, not in a definite and uniform sense. Whether it be the best term to express the character of signs here intended, I shall not stop to inquire. I have

given to it a clear and easily understood definition. I use it in the sense designated and in no other.

It will be readily admitted that the communication of ideas and words by methodical signs, is not as perspicuous and as readily comprehended, especially in the first stages of instruction, as by natural signs. The order of words in the English language is artificial; if it were Latin or Greek, which we were teaching, the difficulty in this respect at least, would be far less—there being great similarity, if not identity of arrangement between the leading words of a sentence in these languages, and the order of ideas in the natural sign idiom. But as the pupil progresses, this difficulty diminishes, until the artificial becomes in some degree, with all, and with pupils of good talents and strict attention, in large measure, their usual mode of thought, when engaged in composition. The teacher also becomes more familiar and skillful in the use of methodical signs, and conveys the ideas with an ease and success which once he would not have thought possible.

Let us in supposition commence the instruction of a beginner. He has learned the alphabet and a small vocabulary of visible objects, and we wish now to teach him the use of an adjective and noun. I would then spell on the fingers, or write on a slate, the adjective *large*, and teach him its meaning. I then communicate to him, in the same manner, the words, “A large dog.” Having been previously taught the meaning of each word separately, a bright pupil will, perhaps, catch at once the idea of the two combined words; but I proceed to communicate again and connect the ideas by signs following the order of the words, that is, by methodical signs. They are understood with sufficient facility. I teach him several similar examples, and require him then to form one himself. In doing so, will he not be more likely to arrange the two parts of speech in their proper order, or in the order of the English language, than if I had, in every example, in the first place, reversed their order and made the sign for the noun first and the adjective last; that is, first communicated the ideas by natural, and then by methodical

signs. He would then have been very likely, in his written effort, to follow the natural sequence of his thoughts, and to write, *a cow red*. But, if methodical signs only are used, he will hardly fail, after several examples have been taught, to write one correctly—to adopt our artificial arrangement of the ideas, for his is, in fact, the natural and proper arrangement. Let us suppose him to have progressed to the use of the verb with a preposition following. Here again, and in every subsequent sentence, I would teach him in the first place, the orthography and meaning of each individual word not previously known, and then combine them in a sentence, and present it, first, by the manual alphabet—as, “I walk on the floor,” “I sit on a chair,” “I stand on the floor,” “I lie on the bed,” &c.; afterward explaining each by methodical signs. In no long time, he will, in a good degree, comprehend the sentence as soon as presented to the eye, by dactylology. As he progresses, it will often be unnecessary to make the signs for all the words in a sentence, and sometimes they may be nearly or altogether omitted, having been all previously taught, and the pupil having become familiar with the form of the sentence by the preceding illustrative examples of a similar construction.

After the series of sentences above mentioned have been taught, in endeavoring to compare a similar sentence, the pupil will have no temptation or inducement to depart from the collocation of the words in the examples given, as he would have had, if the ideas had been presented to him, in the first place, in the order of his own natural pantomime, thus, *floor on walk I, chair on sit I, or I sit, &c.* When every sentence is first communicated to him in his natural arrangement and mode of thought, or by natural signs, it will hardly fail to lead him into inaccuracies, or rather he will fail of acquiring our unnatural and artificial mode of arrangement. If he ever learns it, taught in this way, it is a most marvelous acquirement, and exhibits most manifestly the truth of the famous maxim of the unfortunate hero of the falls of the Genessee, that “some things can be done as well as others.” That a deaf mute thus taught can, and does, acquire the use

of written words in their proper order, is unquestionable; that he will do it as readily, as if the natural signs were not interposed to distract and embarrass him, is unreasonable.

Let us suppose our pupil to have advanced until he is capable of receiving instruction in long sentences, containing incidental and parenthetical clauses. These incidental clauses are very embarrassing, when we attempt to communicate the ideas first in the natural signs. They have generally to be omitted till the principal ideas have been conveyed, and then communicated, as if they were subsequent, and not intervening clauses. But by the methodical signs—the sentence being first presented on the fingers—these incidental clauses may be skillfully worked into the woof of the sentence, in their proper place. By this time the pupil is accustomed to the presentation of ideas in the order of written language, and if all the individual words have been *previously* taught by illustrative examples, the largest part of a narrative, description, story, or lesson of any kind, will be comprehended merely by communicating it, sentence after sentence, by the manual alphabet, requiring only occasional signs to aid the obscurer parts, and to connect the clauses, together with the grammatical symbols.

The pupil thus becomes introduced to the forms, construction and idioms of written language by slow degrees, solely through itself, aided by the methodical signs—the natural signs having been previously and only used in explaining single words and phrases.

In teaching a lesson of connected composition, it is essential to this plan of instruction, that all the words of any difficulty, and all the idioms and grammatical forms, should be amply taught *previously* by illustrative examples. This would indeed seem to be important in any mode of instruction. Will not such a practice, in a great measure, if not altogether, remove the objections made to the availability of methodical signs, as an instrument of instruction? All the words and difficult constructions have been previously and amply explained by natural signs and illustrative examples, and the pupil has comparatively but little difficulty in com-

prehending a single sentence or connected lesson, when either written on the blackboard, or presented by the manual alphabet, by the instrumentality of the methodical signs alone. What farther use is there for the natural signs? They serve but to embarrass him, and prevent his sooner adopting our mode of thinking and arranging ideas and words. One-half or more of the time of instruction will necessarily be occupied in these illustrations. By such illustrative examples or model sentences, *preceding* every lesson, accuracy in the knowledge and use of individual words and improvement in connected composition, are both obtained. By a proper combination and proportion of single sentences, illustrative of the more difficult words and idioms of connected lessons, the pupil may be expected to acquire the use of written language with as much correctness and facility, as he is capable of.

Compound sentences, complicated with intervening and collateral clauses, have been found much easier to be taught by methodical, than by natural signs. If first presented by the latter, the sentence breaks itself up into several independent propositions; every clause becomes an independent sentence or statement; often not only the words or ideas, but the sentences themselves, must be reversed. Nothing can be imagined more unlike in the order of the ideas and words, than the presentation of a sentence, first, in the natural sign language, and secondly, in methodical signs, or which is the same thing, in the written words themselves.

It is proper, however, to say that in some sentences, from their peculiar character, it has been found necessary to use the natural signs first, though even then, the sentence is first spelt on the hand, in order that the primary impression received of the ideas may, as far as possible, accord with the collocation of words in written language.

In conclusion, the chief difference between natural and methodical signs, as here used, is in the latter following the order of written language and using the grammatical symbols and inflections. Any use of the term methodical signs, embracing the idea of a system of conventional and arbitra-

ry signs and symbols, is wholly disclaimed. By methodical signs, I mean merely the natural signs of deaf mutes, extended, systematized, and conformed to the arrangement and idioms of written language.

It is not pretended that by the mode of instruction presented in this paper, anything like general accuracy has been secured, either in single sentences or connected composition, with a majority of deaf mutes. Whatever methods I have tried, I have to confess with the bitterest regret, not to say shame and mortification, have failed of such an attainment. I fear that I have fallen short of the success which others have obtained by different, and, as it seems to me, inferior methods. I can say, however, without hesitation, that my success, poor as it has been, has been considerably greater than it was previously to its adoption. In the course of the unsatisfactory labors of many years, I have been often reminded with no small comfort, of a remark once made to me by the beloved and lamented Gallaudet, that but for the results obtained in the education of George Loring, he would have been utterly discouraged, and have almost felt like abandoning the profession. I am sure that I should long since have not only felt, but have done so, had the benefits of my labors been confined to the literary attainments of my pupils.

MR. EDITOR.—Since the preceding remarks were prepared, I have read with great interest and attention, your article in the October number of the *ANNALS*, "On the proper use of Signs in the Instruction of the Deaf and Dumb." I most cordially agree with the main proposition presented in it, viz., that "*A too abundant and too constant use of signs, to the neglect of dactylology and written language, is the grand practical error of the American institutions for the deaf and dumb.*" Though we apparently differ very widely, we are really, I am inclined to think, tending toward the same goal and aiming at the same object, *a diminished use of signs.* I

am for disusing *natural*, you *methodical* signs. But is not this, to a great degree, a mere war of words? I mean by natural signs, signs used in the colloquial order or arrangement natural to deaf mutes. The propriety of their disuse as an instrument of instruction in written language, will, I am almost persuaded, be conceded upon the reflection that their use cherishes and leads to the retention of the order of ideas natural to our pupils, and is, thus, fatally antagonistical to the acquirement by them of the order of words in written language.

But what is meant by *methodical* signs? Mr. Weld says:* "Methodical signs are those simple natural signs which admit of no variation, but in their application to the teaching of words, should be made essentially alike under all circumstances." "It should be distinctly understood that methodical signs are founded on the natural and become properly established and methodized under the culture of those who possess good taste, judgment and discrimination."† Mr. Stone says: "Methodical signs represent *words*, and not *ideas*. The methodical sign can be correctly translated only by the specific word for which it stands. These signs are fundamentally distinguished, in this particular, from what are termed natural signs, which express general ideas, or the meaning of a number of words taken together." "The sign is not intended to define, explain or illustrate the *meaning* of the word, but simply to represent or recall the word itself. There may be in the sign, some intimation, more or less distinct, of the meaning of the word for which it stands and there may be no such intimation whatever. The pupil may therefore learn the sign for every word in the language, and yet have his active knowledge comprised in the fact that a particular sign represents a certain number of letters arranged in a certain order."‡ Dr. Peet says: "Methodical and natural signs are not unfrequently identical;"§ but Mr.

* Proceedings of the Second Convention of American Instructors of the Deaf and Dumb, p. 78.

† *Ib.*, p. 80.

‡ *Ib.*, p. 88.

§ *Ib.*, p. 93.

Stone "considers an important distinction should be made between methodical and natural signs. Methodical signs were designed to *recall* words, not to explain their meaning."*

Mr. Turner says: "Both natural and arbitrary signs are used in teaching, and when arranged in the order of the words in a sentence, combined with signs to express the grammatical modifications and relations of those words, we have what are termed methodical or systematic signs."† You, Mr. Editor, state that "The theory of methodical signs is, that they represent words; whereas I conceive it to be the true theory of signs that they represent not words, but ideas and things."‡

How is it possible to come to any common agreement, when there is such an utter disagreement about the character of the signs in question? We ought, however, unquestionably, to be able to arrive at this common conclusion, that signs, by whatever name they may be called, that *represent words only*, and do not convey the meaning of the words, ought to be discarded. *Mechanical* dictation, that merely conveys the words, without fully conveying the ideas the signs ought to represent, should be utterly repudiated. I was not, however, aware that such a practice existed in any of the American schools.

Perhaps in the preceding article it would have been better had I not used the term *methodical signs* at all. It will, perhaps, be difficult for the reader to divest himself of preceding ideas and associations. Significant signs following the order of the written words, would perhaps be a better designation of the character of signs and mode of teaching I have presented.

I am pleased to see that we agree in the importance of the use of dactylogy. I would present every sentence taught on the fingers, and then follow it, as far as it may be necessary and no farther, by significant signs following the

* Proceedings of the Second Convention of American Instructors of the Deaf and Dumb, p. 98.

† *Ib.*, p. 100.

‡ *ANNALS*, Oct. No., 1852, p. 30.

order of the words, that the first and the last impression of the ideas received by the pupil may be in the arrangement of spoken or written words, and that he may thus be gradually led to *think* and write in this arrangement and break and discontinue his natural order. I would not, however, conceal that the signs used are "the methodical signs" of Mr. Weld; that is, a systematized development of natural significative gesticulation, adapted to convey and actually conveying to the deaf mute, not the written words only, but their *meaning*—the exact and full ideas they represent.

That such a system of signs is possible, it is too late to deny: it has been accomplished; it is a matter of fact. That it is desirable, I think is not less true. I respectfully question, Mr. Editor, the aptness of the comparison made by Dr. Watson in the quotation you make from him. Dr. Watson asks, "What should we expect from an European who should undertake to teach his own regular, copious and polished language, to a South Sea Islander, who was henceforth to live among Europeans and whose scanty vocabulary extended only to a few words barely sufficient to enable him to express in a rude manner what was required by the uniformity of his condition and his paucity of thought? Should we suspect that the teacher would set about new modeling, methodizing and enlarging this rude and imperfect language, as the readiest method of making the islander acquainted with the European tongue? Does this supposition appear ridiculous? How much more fanciful and useless is an attempt to methodize signs, for the instruction of the deaf and dumb!"

Does, I would ask, the rude South Sea Islander stand in the same position toward his polished European teacher, that the deaf mute occupies toward his instructor. The rude savage has in common with his instructor, the faculty of speech. He learns without difficulty the language of his teacher; his own may be entirely laid aside; it is not needed even for the incipient steps. He takes readily from the mouth of his preceptor the living words, and gathers, gradually but surely, their signification.

What likeness is there in this to the process of teaching a deaf mute written language *through the medium of signs*? I am aware that Dr. Watson would reply: "I do not use signs at all; I discard them. I teach articulation. The comparison is therefore apt and in point." This reply would plausibly avail the doctor; but you, Mr. Editor, say that "We all agree that signs have a place, and a very important place, in the instruction of the deaf and dumb. On this point, at least, there is no difference of opinion among American teachers; and, indeed, if the word *signs* is understood, as it should be, to include all attitudes of the body, expressions of the countenance and motions of the limbs, which help to convey the thoughts of one mind to another, I am convinced that there is no one, either in this country or in Europe, who will not admit their value and even their necessity. For the purposes of religious instruction, of discipline, of communication with the whole body of pupils, of *judicious* use in the school-room and elsewhere, the language of signs is an instrument of convenience which it would be utter folly to reject, even were it possible (as it certainly is not) to do without it."

If the language of signs, in the widest sense of the word, is the medium and the only possible one, which even the German teachers of articulation must use, as the Abbe Carton says, is it not then reasonable; nay, is it not necessary, absolutely necessary; that we should "set about new modeling, methodizing and enlarging this rude and imperfect language, as the readiest method" to make the deaf mute acquainted with written language?

I entirely accord with you, Mr. Editor, as to the propriety of making use of known words to convey and define unknown. But shall we not also endeavor, by signs to point out the difference between related and synonymous words? Shall we define *obtain, gain, procure, acquire*, all by *get* only? If the meaning of *get* may be communicated by signs, why may not the distinction between this word and its synonyms be pointed out, as it may easily and accurately be done, by signs and illustrative sentences?

A system of significant signs, for the most part natural; that is, naturally expressive of the ideas and words, developed, enlarged, methodized, and adapted to the exigencies of imparting a knowledge of written language to deaf mutes, may appear a work of laborious acquisition; but there is a key to unlock and penetrate with comparative ease its most difficult and obscure labyrinths.

The most difficult words are usually general words, whether names of objects, qualities or actions; that is, nouns, adjectives and verbs. The word should be analyzed, its constituent ideas fully presented, and then a general, definite and significant sign adopted, not to *recall the word* merely, but to embody and express the general idea which the spoken or written word is used to express. Take for example the word *animal*. Let all or many of the different kinds of animals be enumerated; then point out that which is common to them all, a body possessing life, a living body. You thus obtain a definite, general, significant sign, the object and instrument of thought to the deaf mute, permanently associated with the written word and which *recalls* the word and the idea it represents, and is also recalled by it. The educated deaf mute thinks in the written word and the associated signs, the latter giving signification to the former. The word, the idea and the sign are indissolubly connected and mutually recall each other.

Take the verb *go*: though not a difficult word, it will serve for illustration. Let the different modes of *going* be given, *walking, riding, running, &c.*, and then a general sign, expressive of the general idea expressed by all of making progress or advancement. Now the sign for this word, common in all our institutions, seems to me, with all due deference, Mr. Editor, to be highly significant and appropriate, and exactly and expressively to convey the general idea of the word *go*. Shall those who speak have words for general ideas, and shall mutes be confined to particulars only? Shall not their views of natural objects and relations be enlarged and generalized, and shall not a sign be used, naturally expressive of the general relation embodied and expressed by

the general words? How else are they ever to acquire general and abstract ideas? Will merely analyzing words be sufficient? May they not fail to perceive the common relation of the constituent particulars embraced by the spoken and written word? In inventing general signs, naturally significant, are we not enlarging, at every step, their sphere of thought and elevating them to the position of civilized and intelligent man? What is it which distinguishes the language of civilized man from that of the savage, but the possession of general and abstract words and ideas? How are the deaf and dumb to have general ideas, without general signs to express them? How could we teach the simplest and easiest general words, *e. g.*, *tree*, without a general sign for it? If we lay aside the general sign for "go" and "tree" and all similar words, what is left us? Are not the general signs for *horse* and *cow* equally liable to the same objections? Horses and cows vary in size, form and color, as much as the different modes of *going* vary? Shall we therefore have no definite general sign for such words?

It is said that definite signs for words are objectionable, because the words vary in their meaning, but the sign remains invariable. If the word departs entirely, or to a great degree, from its radical and general meaning, the sign ought to be changed accordingly. In the case of the word *bear*, instanced by Mr. Stone, in the example, "trees bear fruit," I would consider it as having so far departed from its primitive meaning, that it should be defined by *yield* or *produce*, and receive the same sign.

But the radical and primitive signification may be traced, in most words, in all their modifications of meaning and use. Do we not labor, in the case of speaking children, to lead them to the knowledge of the roots and primitive, literal meaning of words? and when this is clearly obtained, it is easy to trace it through the modified uses. The child thus obtains clear, distinct and comprehensive ideas of words. A word such as *bear*, which seemed at first to have no definite meaning at all, is seen to retain more or less its primitive signification in most of its variations, and all its mean-

ings and uses are seen to grow out of its original signification, as the branches grow out of the stock. Unity with a beautiful diversity is thus imparted to words. Is it not the aim of the student of a foreign language to get at the radices of words? and when these are acquired, a clear, distinct and comprehensive knowledge is the fruit.

Ought not the same course to be pursued in the instruction of mutes? I would give to the word *bear*, for example, a sign significant of its primitive meaning and use; this sign I would retain in the modified meanings and uses, varying it and adding explanatory signs and definitions, and endeavoring to lead the *mute*, as I would the *speaking* pupil, to observe how the modifications naturally and gradually grow out of the original signification—the primitive stock. The word thus acquires a unity of signification in all its diversities of application, in the minds of both pupils, and they acquire an independent power in the use of it, which they could not otherwise gain. They are enabled to apply it in new connections and to understand it when seen in novel uses. When, however, the radical sign has lost its utility, the modification of use being too wide from the primitive, I would drop it and employ a sign significant of the modified use. Some words acquire two, three or more fixed, definite, or, if you please, “methodical” signs—not signs to *recall* words only, but to express the ideas they express—to recall and convey both words and ideas, indissolubly associated.

You object very properly, Mr. Editor, to “a bigoted and unreasoning attachment to system.” “Eclecticism is the only sound philosophy.” But does eclecticism discard all system? Has it not a system of its own? Is it not a wise and intelligent selection of truth from all systems, wrought into a new, perfect and consistent whole? I would not be wedded to any system. I would gladly and thankfully follow the guidance of him who would show me “the *via optima*.” I would joyfully renew the pilgrimage of my youth to the venerable institution with which you are connected, Mr. Editor, to find such a way; for I have agonized under the poor and imperfect results of that in which I am walking.

I hope you will receive these remarks in the kind spirit in which they are written. They have been protracted beyond my intention. The article to which they are appended, was prepared to be read before the late convention at Columbus. They, together with the original paper, are offered with unaffected diffidence for publication in the ANNALS. It is not my object to provoke controversy, but to elicit truth, and I shall gladly receive it from every source. In the original paper, I carefully avoided any personal allusion; and I rely upon your good feeling to excuse that which is here made to your valuable article, Mr. Editor, for which I most cordially thank you.

BIOGRAPHICAL SKETCH OF DR. ITARD.

[*Translated from the French of Prof. Edward Morel.*]

BY EDWARD FEET.

THE course of a man's life does not often result from his first spontaneous choice; political events or unforeseen circumstances determine it in almost all cases. The Abbe de l'Epée would have continued an obscure priest, and his name would have been forgotten at this day, had he not met two poor deaf and dumb girls; and this led to the invention of a beneficent art. Oberlin would have lived unknown, in a parsonage in Strasburg; but one visit from Stuber, was the occasion of the regeneration of an entire district of country. Itard's intention was to enter into business; but the wars of the Revolution, drove him into the medical profession. Such events in the eyes of an unthinking man, are but the sport of blind chance, but the true Christian recognizes in them, the finger of Providence.

John Marc Gaspard Itard was born on the 24th of April, 1774, at Oraison, a small village in the department of the Basses-Alps. His parents were respectable landholders. He was sent at the age of eight years to the College of Riez,

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where he began his classical studies under the supervision of his paternal uncle, the prebendary of the cathedral of that city. He afterward went to complete his education at the College of the Oratoire, at Marseilles, under the superintendence of Father Isnardy, to whose care his uncle the canon warmly recommended him. He completed his studies in the sciences after his return to Riez, which had now become his residence.

Young Gaspard, whom his parents intended for a commercial career, was placed with a wealthy merchant at Marseilles. But political events gave a new turn to the course of his subsequent life. The revolution summoned to its banners, all who were able to bear arms. To exempt the young clerk from the requisition of the law, which ordered a levy of all the young men between the ages of eighteen and thirty, his parents sent him to an intimate friend, Mr. Vincent Arnoux, who, during the siege of Toulon, was the superintendent of the military hospitals at Soliers. Though ignorant of medicine, he was admitted as a health officer; but from that time forward, the grateful pupil zealously devoted himself to the study of the medical sciences, both performing his duties under the eye of his master, and industriously preparing himself for the new career which was now opening before him.

Toulon, which treason had surrendered to the English, was retaken Dec. 19th, 1793. The superintendence of the military hospital was intrusted to Mr. Arnoux; and young Itard, ranking as surgeon of the third class, was at his request ordered to accompany him. The student had already won the esteem and affection of his preceptor, who admitted him to intimacy, and was his constant adviser.

Eighteen months afterward, an expedition was in the course of preparation against Corsica. The skillful and celebrated Larrey, who is described in the will of the emperor, as the worthiest man he had ever known, had recently arrived at Toulon, to take the post of surgeon-in-chief to this expedition. The expedition was abandoned, but the stay of Dr. Larrey at Toulon was no loss to science, for he delivered

at the military hospital, two courses of lectures upon anatomy and external pathology. Dr. Itard was one of his most attentive hearers, and was noticed by the learned professor, who discovered and appreciated his eminent abilities.

Dr. Itard was subsequently connected with the hospitals of the army of Italy, the head-quarters of which were at Toulon, and he was for a time intrusted with health service at Port Cros Island, to supply the vacancy occasioned by the illness of Dr. Vidal. He left Toulon toward the close of the year 1796, his connection with the army of Italy having terminated, and removed to Paris, to continue the practice of medicine in that city. He was soon appointed surgeon of the third class at the military hospital of Val-de-Grâce.

We come now to the most important period in the life of Dr. Itard. The Institution for the Deaf and Dumb had recently been reorganized by Lucien Bonaparte, who was at that time minister of the interior. Scarcely had the board of directors been installed, when they felt the necessity of appointing a physician to the establishment. Through the patronage of the Abbe Sicard, who honored him with his confidence and friendship, Dr. Itard was designated for this office. He also continued his attendance at Val-de-Grâce, and was promoted to the rank of surgeon of the second class. In 1804, a reform in the medical department of the military hospitals vacated his office at Val-de-Grâce. He was appointed soon after, surgeon major to the eleventh regiment of line infantry, with orders to report himself at Boisle-Duc, but wishing to devote his whole attention to the Institution for the Deaf and Dumb, he declined the office, and sent in his resignation to the minister of war. From that time forward, he pursued with ardor, the study of that branch of medical science which one day was to make him famous. The diseases of the ear became the object of his investigations. A remarkable incident soon opened to him a large field for exploration, and clearly showed the sagacity of his mind.

A child eleven or twelve years of age, was apprehended toward the close of the year VII., in the forest of Aveyron,

where he had been seen fifteen months before. He was perfectly naked, and was occupied in hunting for acorns and roots, which he used for food. He was at first given in charge of a poor widow in a neighboring hut, from whom he escaped at the end of a week, and took refuge in the mountains, where he wandered for six months, exposed to the severest cold of winter, with no other covering than a ragged shirt. He was retaken in the canton of Saint Serin, in a dwelling-house, which he had entered of his own accord. At first he was conducted to the hospice of Saint Afrique, and thence to Rodez, where he became the object of interesting investigations, which continued for several months. The news of so extraordinary an event, soon circulated throughout France, and excited the sympathy and curiosity of the public to a high degree. The wild boy was removed to Paris, at the end of the year VIII., and placed under the care of Dr. Itard, who indulged the hope, that, assisted by medical treatment, he might develop his physical and intellectual powers.

This unfortunate child, the victim, perhaps, of the inhumanity of cruel parents, presented an affecting appearance of human degradation. The numerous scars which covered his body, the imperfectness of his senses, his appetites, his brutal instincts, his indifference to objects which did not satisfy his wants, his wild habits, his deep-rooted dislike to society and its usages, his love of natural liberty, the stupidity of his mind, the monotonous and guttural tone of his voice, everything, even to his headlong gait and his personal manners, evidenced the long and deleterious influence of a wandering and solitary life. The wild boy of Aveyron was subjected to the examination of a scientific committee, and was, through Dr. Pinel, pronounced incapable of receiving any instruction. Notwithstanding the discouraging character of their decision, Dr. Itard undertook the education of this degraded person. The long isolation to which the child had been subjected, was, in his opinion, the only cause of his physical and moral degradation, and his hopes of success rested upon the possibility of compensating for this loss.

Dr. Itard resolutely and confidently undertook this work. He proposed, in the education of the wild boy of Aveyron, to solve the problem of the development of the human mind. His labors were not entirely unsuccessful. He induced his pupil, by degrees, to prefer social life, by rendering it pleasanter than the mode he had left, and to relish our customs, by exciting his nervous system and perfecting his senses. By giving him new wants, he extended the sphere of his ideas, and rendered his ear sensible of the sounds of the voice, and taught him even to pronounce a few articulations.

In 1801, Dr. Itard described his first attempts and their results, in a work entitled, "On the education of a wild man, or the first physical and moral developments of the young savage of Aveyron." After the persevering and ingenious teacher had continued his experiments for six years, he gave an account of his later efforts and successes, in a memorial addressed to Mr. De Champagny, the minister of the interior, who had requested it. No one can help admiring the patience showed in every attempt, the sagacity displayed, and the inexhaustible variety of means furnished by his imagination, to develop and train, one after the other, the senses of the savage, and to arouse the sluggish powers of his mind. Dr. Itard's labors were submitted to the examination of the Institute, and received through Mr. Dacier the approbation of that learned assembly. "It would be," said Mr. Dacier, "impossible for an instructor to embody in his lessons, exercises and experiments, a greater amount of judgment, sagacity, patience and perseverance." Dr. Itard's communication also contains an account of a series of singular and interesting phenomena, and a succession of accurate and judicious observations, and presents a combination of instructive processes, capable of furnishing new helps to science. The knowledge of these processes will prove exceedingly useful to all engaged in the instruction of youth.

Encouraged by their approbation, Dr. Itard pursued his

long and toilsome task, with alternate success and disappointment.*

While engaged in his interesting experiments on the savage of Aveyron, he did not neglect the special and most important duty which had been assigned to him, as physician of the Institution for the Deaf and Dumb. He prepared himself for the exercise of his vocation, by the study of works which treat of the structure and physiology of the ear, and the different diseases of this precious and delicate organ. The works of Galien, Mondini, Vesale, Fallope, Eustachi, Duverney, Morgagni, Scarpa, Cuvier, and many others, became in turn his subjects of study. Though anatomy gave exact descriptions of the different parts of the ear, and physiology shed some uncertain light upon their functions, yet diagnosis and therapeutics afforded very imperfect information of the nature, causes, and treatment of the diseases which affect this organ.

Animated by a strong desire to rescue from empiricism a much neglected branch of the healing art, Dr. Itard, with the perseverance which only the fulfillment of a duty can inspire, devoted himself to inquiries into the diseases of the ear. Objects of investigation were not wanting; his position attracted to him a large number of patients, and the circle of his practice included all the diseases which can affect the organ of hearing, from simple inflammation of the auditory canal, to congenital deafness. Some of these morbid affections have their origin in well known causes, while others manifest themselves only by their effects, thus affording no possibility of discovering either the seat, or the

* The savage of Aveyron, whose improvement is so extraordinary, if his starting point is considered, did not, however, progress beyond a low degree of civilization, and at last came to a stand. As there was no prospect of further improvement, Victor, for this was the name Dr. Itard gave his pupil, could not be conveniently continued in an educational establishment, after he had arrived at manhood. He would have been sent to Bicêtre, but by the intervention of his protector, Victor was boarded at the house of Madame Guerin, who had been, up to that time, his governess in the Institution for the Deaf and Dumb. He died at her house, number four, Impasse des Feuillantines, in the beginning of the year 1828.

nature, of the disease. Dr. Itard was often successful in his treatment of the former, but the latter, in almost all cases, baffled his science and skill. He had recourse in his practice, to the perforation of the membrane of the tympanum, and still oftener to the catheterism of the Eustachian tube, for the purpose of injecting liquids or gases into the internal ear. He invented very ingenious instruments and apparatus, to facilitate his operations. Whenever Dr. Itard discovered that the patient retained some trace of hearing, he endeavored to determine the degree of deafness. To ascertain this with correctness, he invented an instrument, to which he gave the name of *acoumètre*, which he used not only to measure the relative deafness of persons afflicted with this infirmity, but also to register the progressive improvement which his treatment produced. He also set himself to perfect ear trumpets, to enable partially deaf persons to hear with greater ease, and invented several, whose form lends a higher degree of intensity to sound. The main object of Dr. Itard's learned investigations, was congenital deafness. He devoted his energies, for a series of years, to fruitless researches after its causes, and to unsuccessful attempts in its cure, and toward the close of his career, he had little confidence in the efficacy of medicine, when applied to the treatment of congenital deafness. His experiments, however, by demonstrating that this infirmity possesses different degrees of intensity, led him to divide deaf mutes from birth into five classes.

The first class, which is but few in number, is composed of those persons, deaf from birth, who are endowed with the faculty of hearing spoken language when it is slow, loud, near, and directed to them.

The second class comprises the semi-deaf persons, or those who can not distinguish a great number of articulate sounds or consonants, although the inarticulate sounds or vowels can be distinctly perceived.

The third class is composed of deaf mutes, who hear only the inarticulate sounds or vowels.

The fourth class includes all those who are unable to hear

articulate speech, the voice or common sounds, and can hear only very loud noises.

The fifth class comprehends those persons affected by total deafness.

Dr. Itard attempted to improve the hearing of those deaf mutes who retained some remnants of it, and he succeeded in arousing and increasing its sensibility to sounds, by subjecting it to a species of methodical education. He taught the ear to distinguish and to appreciate the varied elements of speech, and exercised the organs of speech in uttering the sounds perceived by the ear. Calling sight to the aid of hearing, he induced his pupils to observe the play of the vocal organs, in the utterance of sounds, and thus taught them articulation and reading on the lips, at the same time.

Dr. Itard left the results of his long experience, in a work of two volumes, which has established his medical reputation. This work is regarded as the best "*treatise on the diseases of the ear and audition.*" Science is also indebted to the physician of the Institution for the Deaf and Dumb, for several papers upon different subjects, *viz.*, on the pneumo-thorax, on intermittent fevers, on ear trumpets, on stammering, and on the various methods of treatment employed in congenital and accidental deafness. He furnished several articles to the Dictionary of Medical Science, to which he was a contributor, and also edited with notes a translation of Wiel's Hygiene, and a translation of Haffbaner's Legal Medicine, which has reference to lunatics and the deaf and dumb. Though Dr. Itard did not write easily, he attained by the exercise of care, the power of expressing his thoughts with remarkable conciseness and elegant purity of style.

Dr. Itard enjoyed the reputation of a skillful physician and surgeon, yet when he assumed other duties in a different sphere of action, he was able to perform the part of a successful instructor. Being of a philosophical turn of mind, a close observer, and of great sagacity, he studied the physical, intellectual and moral state of the deaf and dumb; and if the decisions of his judgment were occasionally too severe, they were very often in accordance with the truth. Although

he lived among the deaf and dumb for several years; he was never able to understand or to use the sign language, compensating, however, at the bedside of the sick, for his ignorance of signs, by a few natural gestures, which, combined with his admirable sagacity and the correctness of his prognosis, enabled him to ascertain the seat, nature and progress of the disease.

Dr. Itard appreciated the utility of the sign language in the instruction of the deaf and dumb, though himself ignorant of it; but he was at the same time of the opinion that its use should be restricted, in proportion as the pupil acquires the ability to comprehend our language, and should be, at last, entirely discontinued, thus forcing the deaf mute to think and express himself in the idiom of the society in which he is destined to live. Dr. Itard himself, applied these correct principles, in the instruction of several private pupils. He never instructed more than one pupil at a time; and as this pupil was one who had already received his primary instruction in the classes of the institution, he explained language by the aid of language, by asking questions upon what the pupil had read, by accustoming him to analyze and give the substance of the written text, to translate verse into prose, and to express the same thought in different forms. He thus assisted him by synonym, contrast, and periphrasis, in order to familiarize him with the structure and genius of our language. The efficacy of this method has a number of times been demonstrated by the happiest results.

The widely spread reputation of Dr. Itard, brought patients from all parts of the country, to consult him upon diseases of the ear; fortune and honor came in turn to reward his ability, and his long and successful labors.

As early as 1804, the Russian ambassador transmitted to Dr. Itard, a magnificent present, in the name of his sovereign, and, at the same time, made most liberal offers to induce him to take up his residence at St. Petersburg. Dr. Itard declined, thus bringing to our remembrance the noble example of the Abbe de l'Epée, who rejected the offers of the German emperor. Both preferred the honor of serving their country, above the gifts of fortune.

In 1804, he was made a chevalier of the legion of honor, and some time afterward, a member of the Royal Academy of Medicine. More than once he contributed the knowledge which he had derived from study and long experience, for the information of that learned assembly. His reports were distinguished by the justness of the views expressed, and the correctness of their conclusions. His labors were also appreciated in foreign countries; his work on the diseases of the ear, was translated into several languages, and in 1828, the Imperial Academy of Wilna elected him corresponding member.

Dr. Itard's constitution was delicate. During the later years of his life, long and severe sufferings depressed his spirits. Taciturn at home, he was lively, witty, amiable and even merry, in society. He had a kind heart, though his brevity and occasional severity of speech, and his ungracious manner, made him seem to want feeling. Simple in his tastes, modest and quite reserved concerning his own affairs, he loved to do good in silence, and often an unexpected circumstance brought to light a generous act: he had some points of resemblance to the benevolent churl. Adapting himself with difficulty to the etiquette of social life, and living but little in society, he found resources within himself to which he turned for relaxation in his intervals of labor. He had a fine taste for the arts, which was shown in the minutest details, and in the choice and arrangement of the objects which surrounded him. He possessed considerable constructive talent, and maintained for his individual use a locksmith's and carpenter's workshop, where he was accustomed to handle the file and plane. Horticulture presented to him many attractions. He had a secluded place in the garden attached to the Institution, where he erected a Russian cottage, and here he was wont daily to relax his mind, by reading or by the society of a few friends. Afterward, when the wants of the Institution rendered necessary the sacrifice of his retreat, he hired a country house and garden at Passy, in the embellishment of which he was much interested. He had there a kiosk, a grotto, fountains and groves, and had

united in a small extent of ground, all the charms of an English garden. Unfortunately, he did not long enjoy his beautiful location. His sufferings increased in intensity, and slowly undermined his strength. He was perfectly retired in the seclusion of his country place, where he had nothing to divert his thoughts, but the care which he bestowed upon his residence, and the visits of intimate friends. He suffered much pain in his last moments, which he bore with the fortitude that only religion can give. He left this world of trial, on the fifth of July, 1838.

The loss of Dr. Itard was deeply felt at the Institution for the Deaf and Dumb, where he had attended for thirty-eight years. He desired to be still of use to it after his death. No one, however, suspected the noble and generous disposition which he designed of his property, for he kept the secret of his benefaction to the last. On the day before his death, when his intimate friend, Mr. Rives, asked him if he had expressed his last wishes, he replied by an affirmative nod.

His will is a strong proof of his interest in science, and of his affection for the deaf and dumb. It gives him a place among the benefactors of humanity.

After dividing a large sum among his relatives, providing for the support of his faithful servant, and leaving a souvenir to each of his friends, he bequeathed a considerable legacy to the Institution for the Deaf and Dumb. The object which he had in view, is so well described by himself, that we can not refrain from quoting the phraseology of the will.

"I bequeath," said he, "to the Royal Institution for the Deaf and Dumb, in trust to its Board of Directors, and subject to the authorization and responsibility of the government, the yearly income of eight thousand francs, being the greater part of my subscription to the five per cent. stock on the Grand-livre.

"To establish, in the aforesaid Institution, a new class to be called *classe d' instruction complémentaire*,* and six tri-

* We were appointed in March, 1837, chairman of a committee to make, at a meeting of professors, a report proposing a system of rules for the aspirants,

ennial free scholarships, for six deaf mutes, to be elected from among those pupils of the Institution who shall have completed the ordinary period of instruction; and that this motive of emulation may suffer no interruption, the renewal

and in this report, we originated the idea of a class of higher improvement. After mentioning the examination to which the aspirants* should be subjected, we remarked as follows.

“The committee is sensible of the fact, that deaf mutes would be unable, after a six years’ course of instruction, to pass the examination of an aspirant fixed by the fifth article; and moreover there would be injustice in closing the profession of teaching against any who could render themselves worthy of it, had they the leisure to complete their education.

“On the other hand, the speaking professors and the deaf-mute professors, who give the same instruction, should possess an acquaintance with the same branches of knowledge, and there exist strong objections against subjecting deaf and dumb candidates to different tests of capacity from those required of speaking candidates. We should, therefore, endeavor to obtain for the deaf and dumb, the means of acquiring the branches of knowledge to which they have not yet had access.

“From these considerations, the necessity will be recognized of establishing for the deaf and dumb, an intermediate and transitional position between the condition of a pupil, and that of an aspirant. The committee is of opinion that those persons who distinguish themselves by their morality and progress, and who give proof of remarkable aptness, could, at the expiration of their course of instruction, be retained in the establishment, in the capacity of monitors, for a farther period of three years.

“The monitors should pass an examination, at the end of each year, to exhibit their progress, and evidence whether by their conduct and application to study, they still deserve to enjoy the favor which the Institution has granted them.

“If they desire to instruct their brothers in infirmity, they must at the expiration of three years, submit to the examination of an aspirant.

“While proposing to establish, for a few chosen pupils, a position which will enable them to finish their education, the committee has been struck with a deficiency, which exists in this very matter, in the present organization of the classes. The pupils who remain in the Institution after the course of six years, follow their teacher into the class of beginners, but the teacher, entirely absorbed by the attention which his new pupils require, can not any longer steadily direct the studies of the older pupils, who thus suffer from this necessary desertion.

“This inconvenience would be remedied by establishing a class of higher improvement, for the monitors and those pupils who remain in the Institution for a longer period than six years. This class would be a powerful stimulus to exertion. It would be a nursery for distinguished pupils, and, at the same time, a high school for the aspirants who have reached the end of their novitiate.”

* See Dr. Peet's Report on European Institutions, page 117. Trans.

of the class shall be partially made each year, by means of two elections. In order to establish a succession of admissions and dismissions, and to have, at the beginning, the requisite number of persons to fill the scholarships, six nominations shall be made for the first year; two only of these first six pupils shall complete the term, and the four others shall leave, two at the end of the first year, and two others at the expiration of the second year. The board of administration, after the professors shall have been consulted, shall decide what studies to pursue in the complementary class. If my observations and experiments for forty years are of any weight, this remarkable fact will be deduced from them, which has for me all the character of a demonstrated truth, that nearly all our deaf mutes, at the end of the six years allowed for their instruction, find it beyond their ability to read with a perfect understanding the greater part of the works of our language. It results from this, that wanting the ability to draw at pleasure on this great storehouse of the productions of the intellect and heart, the deaf mute, dismissed from the Institution, must remain all his life at the same degree of instruction at which his teachers have left him; and, in consequence, that the most useful study for him will be that which shall lead him to read *understandingly* and without fatigue, all the most important works of our language. Such should be the result of the class of complemental instruction. But that this end may be attained, a rigorous condition of its organization should be the exclusion of pantomime and the requiring the pupils and professor to communicate with each other only by language, whether by speaking orally,* or by writing. It is of the ut-

We showed this report to Dr. Itard, who took much interest in our labors, and constantly testified his good will to us, the remembrance of which is graven on our heart. He was strongly in favor of a class of higher improvement, and six months after the report of our committee, (Oct. 4, 1837,) he made his will, which established a higher course, with the title of *classe d'instruction complémentaire*.

* Dr. Itard does not say that articulation must be taught in this higher class, but that the professor ought to employ either oral speech or writing in his communications with his pupils; and it is not without a motive that he thus ex-

most importance that the deaf mute, arrived at this final degree of instruction, should cease to think in his language, naturally imperfect and elliptical, translating as he does from it his ideas into our language, and that he should think and express himself originally in the language of the speaking world, whether by the voice (if taught to articulate) or by writing. Without this condition, I repeat it, there would be one class more, but not a class of special instruction."

The learned and generous testator concluded this very remarkable provision, by directing that the class of *complemental instruction* should be under the charge of a *speaking professor*, assisted by a deaf mute.

The Royal Academy of Medicine, of which Dr. Itard was one of the most distinguished members, was not forgotten in the final disposition of his property. "I bequeath," said he, "to the Royal Academy of Medicine, the sum of one thousand francs income, from stock bearing interest at the rate of five per cent., to found a triennial prize of a thousand crowns, to be awarded to the best book or paper upon *practical medicine* or upon *applied therapeutics*; and that the works entered for competition, may be able to stand the test of time, it shall be a strict condition that they shall have been published two years.

"I bequeath in addition to the same society, the ownership of my *Treatise upon the Diseases of the Ear and Audition*, which has been for some time out of print, confiding to the Academy the trust of publishing a second edition, with such corrections and additions as may appear suitable."* He

presses himself. He had too much experience to be ignorant of the fact, that it would be impossible to begin instruction in oral speech with young men from eighteen to twenty years of age. He wished through indirect means to introduce this branch of instruction into the classes of the institution, and thus to secure a double benefit by his legacy. The government perfectly understood the meaning of the founder, for the ministerial order which organized the class of higher improvement, entitled the class of *complemental instruction*, established a class in articulation. This clause of the will can be complied with only when the pupils who are admitted into the higher class, possess the power of oral speech as a means of communication.

* Dr. Itard was for a long time engaged in preparing a second edition of his work. He had collected a large stock of materials, but his task, often inter-

left also to this learned assembly, the instruments and apparatus which he had used in his practice.

After several other legacies, all of them imbued with the most generous sentiments, Dr. Itard expressed himself as follows. "I estimate that after these disbursements shall have been made, a considerable sum will remain, which shall be divided into three equal parts, one for the bureau of charity of the 12th Arrondissement; the second for the treasury of our Institution, for the purpose of purchasing tools for indigent pupils at their departure from the Institution; and the third shall be sent to the curate of the town of Riez, who shall distribute it in proportion to the size of their families, to the ten day-laborers in the place having the largest number of children.*

An inscription engraved on a marble tablet, within the Institution for the Deaf and Dumb, recalls to our remembrance the generous gift of its benefactor. A monument designed by himself, has been erected to his memory in Mount Parnassus Cemetery. It is a simple stone on which is sculptured in relief, an anchor supporting a cross, thus expressing by a symbol, the profession of the religious faith of the good man whose remains are there entombed.

MISCELLANEOUS.

BY THE EDITOR.

Tennessee Institution for the Deaf and Dumb.—We have received the Fourth Biennial Report of this institution; the following extracts from which present its history for the last two years, and its present condition.

"The legislature of 1849-50, passed an act appropriating five thousand dollars per annum for ten years, for the support of the

rupted by ill health, was never finished. Unfortunately these notes have not been found since his death, and the new edition which has been published under the superintendence of the Academy, differs but slightly from the former.

* Each of these three parts amounts to nearly 10,000 francs.

school; and five thousand dollars 'for the paying of the debts, and completing the buildings' of the institution. These appropriations found the board with an indebtedness, as stated in their last report, of three thousand, six hundred and eighty-two dollars. This being paid, there remained of the special appropriation, the sum of thirteen hundred and eighteen dollars, to be applied according to the provisions of the act, to completing the buildings. Had such balance been sufficient for that purpose, the board of trustees would have had no difficulty in putting the school at once into successful and permanent operation. But the sum was wholly inadequate. At the date referred to but one wing of the building was finished. The main building, as reported to the legislature, was 'but little, if any more than half finished;' and the estimated cost of completing it, was stated at 'eight thousand dollars.' In this state of things, the board might have concluded to maintain the school upon its previous limited foundation, confining the number of pupils to the accommodations afforded by the single completed wing, and leaving the main building unfinished. But this course, a provision of the act passed by the last legislature, appeared to prevent them from pursuing, *viz.*, 'That each senatorial district in the state shall have the right to send, free of charge, two pupils, to the institution for the education of the deaf and dumb, in preference to all others, whether free or paying scholars.'

"To provide for the accommodation of these pupils, in addition to those who had already been received, or who might afterward be offered, or to provide for their accommodation alone, would be utterly impossible without more room. They felt in this emergency, that their duty lay in completing the main building at as early a day as possible, and that in order to do this, it was better that the school should be temporarily suspended."

Which was accordingly done. The building is now nearly completed, and if the "counterfeit presentment" of it in the Report is a faithful one, it is handsome, convenient and capacious. It is one hundred feet long, fifty feet wide, and including the attic, four stories high. The total cost was about \$1,800.

"On the first of August, 1850, Rev. Mr. MacIntire, who had proved himself an able and faithful instructor, resigned the office of principal of the school.

"Anticipating that the building would be in a state of readiness for the reception of pupils on the 1st of October next, the board took proper steps, as soon as possible after the resignation of Rev. Mr. MacIntire, to fill the place of principal. Encouragement was given at different times from two different quarters, to hope that a gentleman of unquestionable fitness for the post would consent to take it, but this hope, owing to circumstances over which the board had no control, was disappointed. Measures are now in progress, to supply the vacancy with a competent person."

We stated in a late number of the ANNALS, that the appointment of Principal of the Tennessee Institution, had been conferred on Mr. O. W. Morris of the New York Institution, who has entered upon the performance of his duties with encouraging prospects of success. We find the following paragraph in the *Ohio Journal of Education*.

"Mr. H. S. Gillet, for many years a professor in the Ohio Institution for the Deaf and Dumb, has been appointed to the place of first instructor in the Tennessee Asylum, at Knoxville; salary, \$1,000, with perquisites which increase it to about \$1,200. We regret the removal of Mr. Gillet from Ohio, but wish him success in his new position."

The experience and ability of Messrs. Morris and Gillet, encourage us to expect the future prosperity of the Tennessee Asylum.

A New Institution for the Deaf and Dumb.—The legislature of Louisiana, at its last session, appropriated the sum of \$25,000, toward the establishment of a "Louisiana Institution for the Deaf and Dumb and the Blind." A board of administrators was nominated by the governor and confirmed by the senate, consisting of the following gentlemen: Gen. Joseph Bernard, president; W. S. Pike, Esq., secretary and treasurer; B. F. Harney, M. D., T. I. Buffington, M. D., and Nolan Stewart, J. N. Brown, Augustine Duplantier, Esqrs. During the summer, Gen. Bernard visited several asylums for the deaf and dumb and the blind, to obtain information in regard to the steps necessary in commencing the enterprise. On his return, the board purchased twelve

acres of land in the town of Baton Rouge, where it was decided to establish the institution. There were already two buildings, formerly used as a college, on the ground, which it is proposed to occupy until the permanent structures of the institution can be erected. The new buildings are to be immediately commenced, and completed as soon as possible. It was proposed to open the school about the first of December last, but whether this was done, we have not yet heard.

Mr. J. S. Brown, principal of the Indiana Institution for the Deaf and Dumb, has received the appointment to the superintendency of the new Louisiana Institution. After paying a visit to Baton Rouge, and making himself familiar with the circumstances and prospects of the enterprise, Mr. Brown tendered to the trustees of the Indiana Asylum, the resignation of his office, for the purpose of accepting his new appointment; but the trustees, not willing to relinquish entirely their hold upon an able and faithful officer, only granted him leave of absence for one year, leaving it undecided what course should be taken at the close of that period. During Mr. Brown's absence from Indiana, his place is to be filled by the Rev. Thomas MacIntire, formerly principal of the Tennessee Institution for the Deaf and Dumb.

The best wishes of Mr. Brown's friends, and of all the friends of humanity, will attend him in his enterprise for the education of the deaf and dumb, in that hitherto neglected part of our country.

Poetical Tribute.—The following lines were written by a pupil of the New York Institution for the Deaf and Dumb, and addressed to a female friend. They were not sent to us for publication in the ANNALS, but having come under our notice, we take the liberty to put them into print.

BIRTHDAY VERSES.

TO LIZZIE.

ANOTHER year has gone down silently,
To the dark bosom of the past,
And mingled joys and sorrows have
Been lightly o'er thy pathway cast;
And hopes and fears which none will heed,
And visions thou alone may'st read.

Spring came and decked the earth with flowers,
 And bade thy heart be gay,
 And childhood's faces gathered round,
 But *voiceless* ones were they;
 With *mute* appeal they came to thee
 All sinless in their purity.

Then summer came, and thou wert still
 The same in heart and mind,
 And bright eyes beamed all lovingly
 On one so good and kind;
 Thus softly pass'd thy life away,
 Fair emblem of a summer day.

Came autumn then, and little change
 Crept o'er thy sunny face;
 The same bright smile was ever there,
 The same sweet look of grace;
 And hearts for thee beat warm and true,
 Hearts whose deep love full well thou knew.

Now winter comes, and round the hearth
 Are gathered those of yore,
 But ah! methinks at times, they long
 For the absent ones, if but once more.
 Then, Lizzie, loved ones oft for thee
 Will "lift the heart, and bend the knee."

Another year, and wilt thou still
 Within our circle glide?
 And will thy heart have known no change,
 And peace o'er it preside?
 The future, that alone can tell,
 But, gentle Lizzie, fare thee well.

Religious Services for Educated Deaf Mutes.—We learn with great pleasure, that the Rev. Thomas Gallaudet, a professor in the New York Institution for the Deaf and Dumb, has recently commenced an undertaking for the benefit of the educated deaf mutes of New York city and vicinity, of whom there are upward of one hundred. Mr. Gallaudet holds service twice every Sunday, in the small chapel of the University on Washington Square; in the morning with the voice, and in the afternoon, by means of the sign language, assisted by Mr. Gamage in the responses. It is his intention to form a parish and build a church for deaf mutes.

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A PLAN OF REGISTRATION FOR INSTITUTIONS FOR THE
DEAF AND DUMB.

BY SAMUEL PORTER.

AT the Second Convention of American Instructors of the Deaf and Dumb, a committee was appointed, with instructions to present to the next Convention, a statistical report on the "subjects of disease and mortality among the deaf and dumb, together with that of the causes of deafness;" also to report "a plan which may be adopted in all the institutions for the deaf and dumb in this country, for conducting inquiries and for collecting and recording facts on these subjects in future." The writer of these pages, being the chairman of said committee, prepared "a plan" for the purpose described, to be submitted to the committee at the time of the expected meeting of the Convention at Columbus. Although it is to be presumed, that the committees which were to make report to that Convention, will be invited to report whenever another Convention shall be held, yet, as the adoption of a plan of this nature is a matter of no small importance, and demands much previous careful consideration, the writer has thought proper to lay

before the readers of the *ANNALS*, the plan he has prepared. He does this on his individual responsibility, taking the liberty also to invite all persons interested in this matter, to communicate to him such suggestions in relation to the plan, or to any of its details, as may seem to them to merit the attention of the committee.

It may not be improper to notice at the outset, the reasons which render such a record desirable. No one certainly can have greater cause to attach importance to the physical part of man, than the educator of the deaf and dumb. For, what is his vocation but to remedy, in some partial degree, the consequences proceeding from a defect of bodily organization? Consequences how vast, from the loss of a single organ, so small in dimension! We have also, in the causes of deafness and its physical effects and concomitants, a field of observation open to no one else; a portion of the general domain of physiological and sanitary science allotted to us, which, properly cultivated, may yield important contributions to the common store; every contribution thus rendered being so much done for the welfare of the race.

But further, such inquiries have for the educator of the deaf and dumb, an immediate bearing on his usefulness in his proper calling. For, that is obviously a defective scheme of education, which takes not into account the physical well-being of its subjects. Whatever physical peculiarities then, whatever disorders, predispositions or liabilities, or whatever exemptions from such, are commonly associated with deafness, it is only through a correct knowledge of the facts as they are, that the training of the deaf and dumb can have the requisite adaptation, or the best direction be given to their subsequent course of life. Special adaptations to individuals also, are made possible, only by the knowledge of each case which a regular system of inquiry would furnish.

Next, let us consider what are the leading general features which should characterize any plan designed for the purposes named in the resolutions of the Convention. The inquiries with which the plan is concerned being of course inductive, such facts should be noted, therefore, as will furnish

a basis for a full and thorough induction, and be recorded in such convenient manner as will best facilitate the inductive process. An absolutely rigid application of this process, would require that every particular in the history of each individual embraced in the inquiry, and every characteristic of his person and constitution should be noted; for it is only after at least a partial induction, that it can be at all determined what circumstances are important or unimportant. So thorough a procedure being impracticable, it is then of the highest consequence, that a judicious selection be made of the classes of facts to be observed, embracing everything which may by possibility prove to be important, and yet avoiding the incumbrance of whatever may beyond question be rejected as of no moment. Our main reliance here, must be the analogy of causes and effects in relation to the human constitution in general, so far as knowledge exists on the subject. The actual imperfection of this knowledge is, however, such, that we need to beware of unduly contracting our scope of observation, of laying our foundation of facts too narrow; and should take care lest by a foregone conclusion we shut out that which ought to be embraced. We have, to a certain extent, a track marked out for us in the conclusions which past observation upon the deaf and dumb has already authorized, and which it may be useful to confirm, or needful to modify and more precisely to limit. There are views also, entertained as probably well-founded, but demanding a thorough investigation. On still other points, opinions have been based on a very narrow ground of observation, or questions have been raised out of a few observed cases of coincidence, or from loose analogical conjectures; and these obviously call for careful and patient inquiry.

When we shall have determined what classes of facts are to be observed, it will be not less important to fix upon an eligible manner of recording and arranging them. The inductive process, consisting essentially in the discovery of coincidence between one order of phenomena and another, requires such an arrangement of the facts observed as shall

make it not difficult to examine and compare them. The ultimate laws which govern physiological phenomena, lie deeply hidden; perhaps too deeply ever to be seized by the human understanding. Its researches thus far, have not brought them within even a tantalizing distance; have not caused them even to be dimly descried. This field of inquiry remains broad, obscure, and intricate; not yet narrowed down to definable limits. Our observation of the phenomena is also of necessity so superficial and imperfect, that we can not avoid oftentimes confounding phenomena which are really distinct, and separating those which are essentially the same. In these circumstances, the best we can do is to note instances of coincidence and of non-coincidence between phenomena resembling each other in certain respects, and other phenomena resembling each other in certain other respects; and even when the coincidence is most complete, must often remain ignorant which to call the cause and which the effect, or whether to call both the effect of something else; while in truth, neither are really and properly either cause or effect. In order to discover the coincidence between barely two classes of facts, it may often be necessary to bring several into comparison. The coincidence may also extend to more than two. Thus the coincidence between facts of one kind, A, and facts of several other kinds, B, C, D, may be complete whenever the latter occur in combination, though with either kind taken separately, it might be incomplete. Again, the coincidence between A and one or the other of B, C, D, may be complete, when with either of them separately it would be partial. More or less of complexity like this, embarrasses every accurate inquiry into the causes and effects of particular phenomena. In the present case, the work of comparison will be found sufficiently difficult, with every aid to be afforded by the most convenient arrangement.

The importance of having a uniform plan pursued in the several Institutions is obvious, in order that the results may severally admit of comparison one with another, and may together be embodied in a general result. Not less impor-

tant is it, that the plan adopted, should, as respects the shape in which the results are presented, be conformed to the plan prevalent for similar inquiries in relation to the general population; so far at least as may be requisite for the purpose of comparison. A thorough system of registration, embracing the whole of England, has been in efficient operation in that country for nearly sixteen years. It comprehends births, marriages and deaths, with specification of certain particulars concerning each, including the causes of death, and other matters in relation to health and disease; and provides for regular reports exhibiting general results. The plan was matured by men who had devoted years to the subjects of vital statistics and of sanitary science; and the most important of its features will probably be introduced into the systems which may from time to time be adopted in this country for a similar purpose. Among us, Massachusetts has in this matter taken the lead of the other States. The very able report presented in 1850, by the Sanitary Commission to the legislature of that State, recommending a plan for a Sanitary Survey of the State, is an ample repository of facts and ideas on this subject, and has been the guide, so far as applicable to the case, in preparing the plan submitted in these pages.

A plan of the nature proposed includes two parts, one respecting the manner of recording the elementary facts, and the other the manner of abstracting and exhibiting general results. The latter need not be fully prescribed beforehand, but it is the end to which the other part should have exclusive reference. The record must be so made that abstracts can be drawn up in forms, some of which may not even have been anticipated, and which may vary according to the various points it may be desired to elucidate.

Finally, a plan, to be worthy of adoption, must be practicable of execution, and this without requiring an unnecessary or unprofitable amount of labor. It would, however, be the height of folly to expect an object of this description to be accomplished, without having bestowed upon it a considerable amount of time, care and labor. It is not a work to

be done by a machine that may be wound up and left to go of itself. The end to be gained is, however, a valuable one, and worth the labor it may require. That the least expenditure be incurred consistent with the proper performance of the work, is all that can be demanded.

A simple statement of the various questions which have been, or may be, proposed, in relation to the subjects named in the resolutions of the Convention, will be useful in aiding us to determine what classes of facts should be embraced in the Register. One of the subjects specified, concerns the "causes of deafness." The investigation of this, requires that the deaf from birth be distinguished from those who become so after birth, with a classification of the latter according to the age when the deafness appeared. It requires, of course, a record of the diseases and other causes known to have had an immediate connection with the misfortune; and of others also lying back of these, which may be presumed to have oftentimes an important influence, such as climate, local situation, domestic condition. Causes of this nature, not only act on the individual directly, but these, with others also, act also more remotely, through parents or ancestors. The questions in relation to deafness as inherited, are many and complex. Is total deafness in certain cases a defect specifically inherited, or does it descend as the result of a general tendency to disease of the ear, which may show itself, now in partial deafness, or deafness of one ear, and then in total deprivation of the sense? Or, on the contrary, does hereditary deafness, total or partial, come as the result of a debility or unsoundness of the general constitution, determined accidentally to this particular organ? Or again, of this combined with a specific tendency to the organic disease? In relation to such general constitutional predisposition, is it commonly a tendency to any one kind of disease; and particularly to disease of a scrofulous character? Questions arise here also, as to how far congenital deafness really differs from that originating after birth. Is it usually greater or less in degree? Is one more frequently than the other, connected with observable marks of disease in the ear?

How frequently do these two descriptions of deafness occur severally in members of the same family? Is deafness originating before birth, usually the result of disease developed after the commencement of living existence? There are questions also, in relation to causes acting temporarily on the parents, and through them affecting their offspring; and others in relation to parents improperly matched in respect to age or consanguinity. To solve these questions of hereditary deafness, requires an extended knowledge of the ancestors and the kindred of the deaf, not only in respect to the infirmity in question, and to health, disease and mortality, but in respect to circumstances and habits of life. Related to some of the points above stated, is the inquiry respecting the relative proportion of the two sexes among the deaf and dumb; and this again, distinguishing the congenitally from the accidentally deaf; also, whether deafness when inherited, descends more frequently through the father or the mother; also, whether the families to which the deaf and dumb belong are, many of them, unusually large or small. Facts also in regard to the order in which cases of congenital and accidental deafness, and of exemption from deafness, occur severally in the children of a family, become important in this connection. But our present purpose does not require an exhaustive enumeration of the various points of inquiry.

On the other subjects named in the resolutions of the Convention, viz., disease and mortality among the deaf and dumb, various questions may be propounded, all of which require the aid of accurate statistics. Is the rate of mortality among the deaf and dumb greater or less than among others; that is, do they die at an earlier or a later age? Are they more liable to disease, or subject to a greater amount of disease than others? Are they more liable to diseases of the respiratory organs? Are they, or not, to a greater extent subject to scrofulous disease? Are they peculiarly liable to any other class of diseases? If so, is this peculiar condition, or liability, more frequently the result of an hereditary predisposition, to which the deafness is itself to be attributed; or, is it a consequence of the disease or accident which proximately

caused the deafness; or, thirdly, the result in any way of simply the deprivation of hearing or of the loss of the exercise of speech? It will also be an interesting and useful inquiry, how the mortality among pupils while in the Institution, may compare with that of the community generally, or of the deaf and dumb elsewhere. On most or all of these questions, a separate comparison should also be made of the two sexes, and of the congenitally, distinguished from the accidentally deaf. An amount of data already considerable and constantly accumulating, is to be had from the Sanitary Reports of England and of other European countries, and those of Massachusetts and of some cities and districts elsewhere in this country, which will be available for the purpose of comparison, whenever the corresponding investigations shall have been made in relation to the deaf and dumb. The sources of information on the subject will undoubtedly be extended and multiplied at no distant period.

The task of devising and preparing a method of registration which should answer the conditions required in the case, has been found to involve some difficulty; and it is with no small degree of diffidence that the plan is submitted which will now be described. The plan has been made more comprehensive than the limits indicated by the resolutions of the Convention, for the obvious reason that the additional matters which it embraces are important to be placed on record, and that it is plainly expedient to have but one Register for the whole.

It is proposed that a Register be kept at each Institution after the following manner. In a book, prepared as will be presently explained, let two pages facing each other, be appropriated to each pupil, whose name and residence may stand at the head of the pages, the name being also entered in an alphabetical index. The left hand page may be set apart for the record of those facts which it is most important to know concerning the relatives of the pupil. An explanation of the example which will be found on one of the following pages, presenting a case wholly suppositional and made up to serve for illustration, will suffice to show the principles on which

this part of the Register is to be constructed ; and their application to the various cases which may occur in practice will be readily apprehended.

The first or left hand column, headed *Partners in Marriage*, begins, as it may usually do, with the grandparents of the pupil, and those by the father's side first. In the next or second column are inserted, opposite to their names, the date of their marriage, and, on the lines below, the names of their children, including of course the father of the pupil. The maternal grandparents come next, in the same manner, with the names of their children. Next, in the first column, comes the father of the pupil, with the maiden name of his first wife on the line below. His name being repeated from the second column, is for that reason underscored in both columns with a single line, (denoted in print by italics.) The date of their marriage and the names of their children appear in the second column. The first wife having died, the second wife, the mother of the pupil, appears next. This name is likewise underscored for the reason as before mentioned. Among their children, appears the name of the pupil, distinguished so as to be conspicuous to the eye. Next, comes the second husband of the mother, the father having deceased ; with date of marriage and children as before. Next, come the married uncle and aunt of the pupil ; and when he enters the matrimonial state, he also steps over into the same rank ; as would also such of his brothers and sisters as might enter the same condition.

By this arrangement, the relationship between any two persons in the whole list, can be easily and quickly traced. It may be observed that, in this example, all in the second column are related to the pupil by consanguinity. If it be desirable for the sake of negative instances, or for any reason, to travel beyond the limit of consanguinity, it can easily be done. If, for instance, the first wife of John Smith's father, or the second husband of his mother, should have had children by another marriage, the difference between those children on the one hand and the brothers and sisters of John on the other, might throw light on the causes of his deaf-

ness. The record can extend back in the line of ancestors, and embrace the collateral descendants, to any extent that may in any case be desired. It is by no means absolutely necessary, that the arrangement of the record should conform always to the order of natural descent. The plan will suffer that the family of a son should come in the list before that of his father, or the family of an ancestor after families of his descendants. Yet it will subserve convenience to follow in general the natural order.

In the other columns to the right, are to be recorded particulars, so far as ascertainable, concerning each individual on the list, under the heads of, Place of Birth, Date of Birth, Age at Marriage, Date of Death, Age at Death, Cause of Death, Physical Peculiarities and Personal Habits, Occupation and Condition in Life. The last head but one is intended to comprehend every thing relating to the constitution and the health of the individual, and to specify infirmities of every kind, such as defects, greater or less, in any of the organs of sense, insanity, idiocy, imbecility, &c., together with personal habits of any kind which may be supposed to affect the health or the constitution of the individual or of his posterity.

It is not to be doubted that, with a place and an arrangement for the record thus provided, a diligent use of the opportunities which from time to time occur, and of the means which might be employed for the purpose, would be successful in accumulating a large array of facts which would otherwise be lost, and an amount which it may at first thought seem chimerical to expect. It may be well on this page of the Register to provide room for fifty or more names. It would probably be needful to have a waste book, or blotter, on the same plan, in which the names might be entered until the list should become sufficiently complete to be placed on the Register.

The right-hand page, it is proposed to employ as follows. The upper portion of the page is to be occupied with the various heads of inquiry which it may be desirable to introduce, concisely expressed, and arranged and numbered in a uniform manner, and each followed by a small blank space. The lower portion of the page is to be left entirely blank. In case the small blank space be sufficient for the answer or remark under any head, it may be there inserted. Otherwise, it may be written as a note, of any desired length, on the lower portion of the page. These notes may be marked *a*, *b*, *c*, &c., successively, as they are entered, and the letters be inserted under the proper heads as marks of reference. Notes may also be placed here, in relation to any matter on the left-hand page, and be referred to in the same manner. By this arrangement, whatever is recorded can be found easily, under the proper head. It is proposed that sheets be prepared for this Register, properly ruled, and with the column headings on one page and the heads of inquiry on the other, printed according to the arrangement described, the sheets being suitable in form for binding in a volume.

The following are proposed as the Heads for the right-hand page of the Register. Greater conciseness than is here employed would be admissible in practice.

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|------------------------------|----------------------|
| 1. When admitted. | 2. Age on admission. |
| 3. When discharged. | 4. Why discharged. |
| 5. No. of years in the Inst. | 6. How supported. |
7. Hearing on admission.
 8. Hearing by contact with a sonorous body.
 9. Apparent condition of the organ of hearing.
 10. Hearing when discharged.
 11. Hearing in after life.
 12. Articulation on admission.
 13. Articulation when discharged.
 14. Articulation in after life.
 15. Age when deafness appeared.
 16. Supposed immediate cause of deafness.
 17. Probable remote cause.
 18. Health, diseases and accidents, before becoming deaf.

19. Health, diseases and accidents, after becoming deaf.
20. Consanguinity between parents or ancestors.
21. Circumstances of residence and domestic condition.
22. Number of relatives partially or totally deaf.
23. ditto, partially or totally blind.
24. ditto, idiotic.
25. ditto, insane.
26. ditto, consumptive.
27. ditto, otherwise infirm.
28. Ancestral history.
29. Physical resemblance, or not, to relatives deaf, or any way infirm.
30. Health when admitted into the Institution.
31. Health in the Institution.
32. Number of days sick in the Institution out of school.
33. Number of days in school, but under medical treatment.
34. Number of days partially disabled for duty in school.
35. Health on leaving the Institution.
36. Health in after life.
37. Intellectual development when admitted.
38. Intellectual development in the Institution.
39. Intellectual development when discharged.
40. Intellectual development in after life.
41. Moral habits when admitted.
42. Moral habits during the course.
43. Moral habits when discharged.
44. Moral habits in after life.
45. Employment out of school.
46. Occupation and success in after life.
47. Place and circumstances of death.
48. Other remarks.

Besides this Register, a record should be kept of the deaths of those who have been pupils, in the order of their occurrence; and another also of marriages; and perhaps still another of the births of offspring.

Another feature of the plan proposed, and essential to the proper filling out of many of the heads of inquiry in the Register, is to have returns at regular periods, say once a month, from the domestic or family department for all the pupils; and others by each instructor for the members of his

own class; also from the mechanical department where such exists. The Domestic Returns, in tabular form, should have in the first column, the names of pupils; in the next, the number of days in the Institution during the month; in others: the number of days out of school for ill health; specification of the disease; number of days under medical treatment while attending school; specification of complaint; disease of skin apparent during the month; disease of eyes do.; ears do.; external glands do.; other chronic diseases apparent; moral conduct and general deportment; remarks. Other heads may perhaps be added to these with advantage. At the foot of each column, should appear the total, when the particulars are capable of enumeration together. In the blank space below, should be stated the number of cases of each disease; also the deaths; and other remarks be added, especially in relation to any causes in existence, or any changes taking place, which might be supposed to have an effect upon health one way or the other. In these returns it would be advantageous, for several reasons, to have the pupils grouped according to the time of their admission into the Institution. For the preparation of the returns, daily memoranda would be necessary, kept in such manner as might appear most convenient.

The School Returns should have columns under the following heads: names; number of days in school; number of days absent for illness; complaint specified; number of days absent for other reasons; number of days in school, partially disabled for study; complaint specified; intellectual proficiency; moral conduct; general deportment; general remarks. The columns to be footed and remarks added as in the domestic returns. The head of intellectual proficiency may occupy three columns, the first showing the number of recitations and other exercises; next, the marks of proficiency ranging from 0 to 4 for each exercise, the sum of all the marks for the month may stand in the second column; the third may show the average proficiency, as deduced from the two preceding. Moral conduct and general deportment may also be noted daily in a similar way, and the sum and the

average be set down in distinct columns. The returns from the shops should be constructed in a similar manner.

From all these returns, a Yearly Schedule may be made out, showing for each pupil, the items under each head as collected from all the monthly returns; but in relation to illness, specifying not only the number of days of illness during the year, but the number of different months in which the pupil may have been more or less ill; noting also the degree of hearing and the degree of articulation. Distinct columns for age, for standing in the institution, and perhaps other matters, should also be added. From this schedule entries may be made in the Register under the proper heads.

For the purpose of aiding in the study of the facts, and of facilitating the making out of special abstracts, it would be advantageous to prepare a General Abstract from the Register, drawn up in tabular form, the names of pupils standing in the first column, and having only one or two horizontal lines to each name, and then, in distinct columns, the facts or any desired combination of the facts recorded in the Register, being set down or indicated in a concise manner.

In all comparative estimates of disease or mortality, it is essential to discriminate the different ages, and under each age to find the proportion which the subjects of disease, or death, bear to the whole number living at the time in question. Tables like the following, will aid in doing this readily and accurately, and be useful also on other accounts. In these tables, the years of the era may occupy the first column, and the years of age head the other columns, thus:—

[illegible]

TABLE I. Showing the whole number admitted into the Institution each year, classified according to age at the beginning of the academical year.

TABLE II. Showing the number discharged or deceased within each year, classified according to age at the end of the academical year, or rather at the beginning of the year ensuing.

TABLE III. Showing the number in the Institution each year, classified according to age at the beginning of the year. This table is to be calculated from the two preceding, for each year, as follows:—First, give to the numbers of the year previous, an age advanced by one year. Then, subtract the discharged and deceased, as given in Table II. Then add those admitted, from Table I., and you have the number of each age in the Institution during the year.

TABLE IV. Showing the number deceased each year, whether in the Institution, or after leaving it, classified according to age at death.

TABLE V. Showing the whole number of former and present pupils living in each year, classified according to age. This table to be calculated from Tables I. and IV., by adding for each year the number admitted, and deducting the number deceased, and carrying the numbers regularly up in age from year to year.

TABLE VI. Specifying diseases and other causes of death, with the numbers who die of each, classified according to age. It will be sufficient to give these numbers by periods of five years or longer. The classification according to age, may also be by groups of years.

By means of Tables IV. and V., may readily be ascertained the ratio of deaths to survivors, of the several ages, either for the whole past series of years, or for any periods that may be taken, or for each or any year of the series. In this shape, and in this only, can the amount of mortality among the deaf and dumb be brought fairly into comparison with that of the population at large. For this purpose the ratio will most conveniently be expressed as a percentage. So when the question relates to particular diseases, whether we wish

to ascertain the proportion of deaths from a particular cause to survivors, or to the whole number of deaths from all causes, the classification by age must still be observed, on account of the great difference in respect to the prevalence of particular diseases, as well as the rate of mortality from all causes, at the several periods of life. From Table III., together with a record of deaths in the Institution, the ratio of all the deaths for a series of years to the average number of inmates for the same period, of the several ages, being ascertained, will form a proper basis for comparative estimates. Tables I., II., and III. can easily be converted into per-centage tables, showing the ratios of the numbers of each age to the totals of all ages. If it be desired to make a separate comparison of the two sexes, or of those congenitally deaf, and those deaf after birth, in respect to disease and mortality, it will be necessary, either to distinguish these classes in the tables just described, or to exhibit their numbers in separate tables similarly constructed.

In the nomenclature and the description of diseases, uniformity and accuracy are quite important. On this point it will be sufficient at present to refer to the Report of the Massachusetts Sanitary Commission, Section XV. of Appendix, page 389, which gives the method adopted by the National Medical Convention in 1847.

A set of questions, or blanks, would need to be prepared, for the purpose of obtaining information for the filling out of the Register. This, however, may be left for the present.

In submitting this exposition of the plan proposed, it should be observed, that the aim has been rather, to show the practicability and to set forth the advantages of the plan itself, than to render it perfect in all its details.

ON THE PROPER AGE FOR THE ADMISSION OF PUPILS
INTO INSTITUTIONS FOR THE DEAF AND DUMB.

BY W. W. TURNER.

IF there could be a school in the neighborhood of every deaf and dumb child, so that while getting an education he would not be obliged to leave his home, he should be sent to school as early as other children are, and should be continued at it for as long a time. But since there is not on an average more than one such child in a township, a different plan must be adopted for his instruction. A boarding-school must be established in some convenient part of the state or territory from which the pupils are to be drawn, at which they must be supported long enough to effect the object in view. Such institutions have been put in operation in nearly every part of our country where one is needed. And could the children sent to them be allowed to remain a sufficient length of time to acquire a good education, it would matter little how early they began to learn. If for instance ten or twelve years were allotted to each, they might be received at six or eight years of age and leave the institution at eighteen. By such an arrangement they would ordinarily return to their homes well educated, with a good knowledge of some mechanical art, and fitted to become intelligent and useful members of society. This period is considered short enough for children in possession of all their faculties to acquire a common education. And surely those deprived of a faculty the most essential in learning a language, ought not to be expected to make the same acquisition in a shorter time. But what are the facts in the case? Recipients of legislative bounty are kept at school from five to seven years; and are then removed at a time when only the foundation of a good education is well laid, and when the peculiar difficulties in the case have barely been overcome. Three or four additional years of instruction would have enabled these youths to make far more perceptible progress, and would have been

of much more service to them than all the years previously spent in learning.

A course of instruction in an institution for deaf-mutes, not more extended than it now is, embraces arithmetic, geography and history, in addition to the study of language. Considerable maturity of mind is necessary to success in so high a range of subjects; much greater than is ordinarily possessed by children commencing younger than ten. Accordingly we find that while our very young pupils can learn words and phrases with facility, and other things where the memory alone is put in requisition, they can not as well as their older classmates, generalize, apply principles, and trace effects to their causes. It is more difficult also to fix the attention of such young children long enough to receive the explanations which must frequently be made; and not less so to keep them in their places and in good order. In all our institutions, lessons are prescribed for evening study. While engaged in this, the pupils receive less attention and assistance than they do in the school-room. They are thrown more upon their own resources. Self-application to a considerable extent is expected of them. Time and patience are requisite to learn the lesson thoroughly. Here the little ones fail. They have not sufficient self-control and wakefulness to accomplish much in this way. After the fatigue of the day they must retire early; and unless the lesson is much shorter than the older ones could easily master, they will come to the morning recitation unprepared.

For these and other reasons which might be stated, it must be obvious that early admissions must be attended with loss, not only to the young children themselves, but also to those of suitable age who are classed with them. All the members of a class, must if possible, be kept together. If this can not be effected by urging on the backward portion, it must be by retarding the more advanced. In either case injustice will be done. Too much will be required on the one hand, or too little will be permitted on the other.

Thus far we have looked at our subject only as it regards the intellectual improvement of our pupils; but it has other

aspects not less important. We will briefly consider it in its moral and religious bearings.

The deaf and dumb, up to the time of entering the institution, are entirely ignorant of the simplest religious truth. The light of revelation has never reached their minds. They are in pagan darkness. And from the fact that after they leave the institution, they can derive little or no benefit from the ordinary means of religious instruction, nearly the whole of what they will ever know of divine truth, of the principles and duties of the Christian religion and of the way of salvation, they learn from their teachers in the few years they remain under their care. If this be true, then it is certainly of the highest importance that they should enjoy these means of grace at an age when they could best improve them; when their minds have become sufficiently expanded to comprehend the great subject of religion in its various bearings and relations; when their judgment has so matured as to enable them to appreciate motives and results; when their hearts are most likely to be abidingly impressed by the truth and the Spirit of God. Can any portion of human life be selected so favorable to these great ends as that between ten and eighteen?

The same period will be found by far the most important in forming the habits and manners of the deaf and dumb. No small share of attention on the part of those to whose care they are intrusted in our institutions, is devoted to this end. If, however, they enter these institutions quite young, the examples set before them, and the instructions given on these points will not probably make an abiding impression, or produce the most desirable results. They will of course complete their term of study and go out into the world while yet young, and consequently more exposed to the corrupting influence of vicious companions than they would be at a later period in life. They would be less able to appreciate the dangers which would surround them, and to resist the temptations into which they would be led.

Another consideration worthy of notice is the better preparation which the older pupils make for supporting them-

selves after leaving the Institution. In most of the schools for the deaf and dumb in this country, some mechanic art is taught to nearly all of the pupils old enough to acquire it. This is done so as not to interfere with their studies or to deprive them of necessary relaxation. Those of them who are ingenious and of a suitable age, make such proficiency in their trade that they can earn at least a living, and some of them handsome wages as mechanics on completing their course of study; while the very young pupils are not able to handle tools or make any useful acquirement in the way of a trade till near the time of their leaving school. They then find it no easy matter to perfect themselves in this knowledge; as few master-mechanics are willing, such is the difficulty of communicating with them, to take deaf mutes as apprentices.

Whatever view, therefore, we take of this subject, we are forced to the conclusion that it is unwise on the part of parents to send their deaf and dumb children to school, unless they can keep them there much longer than they usually do, under the age of ten years. It is equally unwise on the part of Institutions to receive them at an earlier age, if they regard as important the full development of their systems of instruction, and the greatest improvement of their pupils.

SUGGESTIONS ON CERTAIN VARIETIES OF THE
LANGUAGE OF SIGNS AS USED IN THE IN-
STRUCTION OF THE DEAF AND DUMB.

BY LEWIS WELD.

ALL language may be considered as a collection of signs addressed to the sense either of hearing or of sight. That which is commonly called *the language of signs*, and which is employed in the instruction of the deaf and dumb, is of course addressed to the sight alone, and consists of various kinds, or classes, of pantomimic signs. It forms in part that complete pantomime by which ideas may be conveyed with as much

clearness and precision to the initiated, as they can be by speech to mankind in general.

Practical instructors of deaf mutes agree that the use of pantomimic signs is indispensable in the early stages of instruction. The signs to be used at this period of the course are those most simple and natural, most clear and easy of comprehension; such in fact, as are used in their elements by the untaught deaf mute to express his wishes, his fears and various thoughts and feelings. For instance, nothing can be more natural and easy than to imitate the actions of putting something into the mouth, chewing and swallowing it, to express the idea of eating; to incline the head upon the hand with the eyes shut, to represent sleeping; to move the fingers as if guiding a pen, for writing—and so for most simple common actions. For a common object, as a chair, the drawing of the outlines of its form in the air and imitating the action of sitting down upon it, thus alluding to its use, are equally natural and easy; and so of other visible objects. The earnest look toward an object, with an extending of the hands as if to draw it within reach, expresses the idea of wishing or desiring; and in similar ways, all possible emotions may have their appropriate expression, in which the changes of the countenance, the attitudes of the body, the actions of the hands, the limbs, the whole person, are called forth as circumstances require. Signs like these the deaf child employs with more or less precision without being taught; as indeed other young children do to a limited extent, before they acquire the free use of speech. It is, in either case, the prompting of a natural desire to express the thoughts or emotions of a mind under some restraint, that leads to this use of gestures. Hence the term *natural signs* is applied to them, in contradistinction to methodical, conventional, or arbitrary.

There are four principal classes of signs used in the instruction of the deaf and dumb; namely, the alphabetic, the strictly natural, the methodical, and the conventional or arbitrary.

The alphabetic are such as represent each letter of the

alphabet by a certain position of either hand. On this, for the present purpose I need not enlarge.

Of the strictly natural, I have already given some explanation. It may be added here, however, that this is by far the most important class, as with proper modifications it is the great instrument in the communication of instruction to the deaf and dumb. It includes not those signs merely which are natural to an infant, or to a very ignorant mind, but to the most enlightened also, and it is applicable to the most elevated subjects of thought as well as the simplest.

Of the other classes mentioned, I will soon speak more at large. Writing and picture-drawing might be included among the distinct classes of signs used in the education of the deaf and dumb. The former is of course indispensable, and the latter a very desirable accomplishment. But these are not claimed as belonging to *the language of signs*, of which we now treat.

Methodical signs include all those simple natural signs which admit of little or no variation, but in their application to the teaching of words, should be made essentially alike under all circumstances. This class has many subdivisions; such as the signs for certain words indicating divisions of time; as to-day, yesterday, to-morrow, etc.: those for the adverbs of time, as always, never, now, hereafter: those for human relationship, as father, mother, son, daughter: those for the passions, as love, sorrow, fear, grief, joy: those for some of the pronouns, the prepositions, conjunctions: those for synonyms very generally: in short, those used for all the radical words of the written language taught, embracing large numbers of nouns, verbs, and adjectives. For the purposes of the school-room these should be given in all their variations of case, tense, degree, etc. If the pupils in a school of deaf mutes are taught to make such signs as are really fundamental in a similar manner, that is, so nearly alike that they can not but be generally and readily understood by those of equal or superior intelligence to themselves, there is an ease, confidence and satisfaction in their use which renders it as agreeable as speech. Merely natural signing without

established method is incapable of this in its application to many subjects, as we constantly see in our conversations with new pupils. Such pupils have a limited range of thought, and their range of intelligible means of expression is often more limited still. But we see it admirably and rapidly enlarged, with little effort on their part, when they become somewhat familiar with their fellows at school, whose natural language has been made clearer and more exact by that judicious, methodical use of it which prevails around them.

It is obviously desirable in a school of deaf mutes that the methods of communication should be easy of comprehension; adapted to the state of weak and ignorant minds. To this end the gestures, postures, expressions of the countenance, and various actions of those in habitual intercourse with them, will naturally assume more or less of a fixed character. Deaf mutes themselves before instruction, follow the same natural law, so far as to use the same or similar signs from day to day when repeating the same idea, just as those who speak use similar phraseology in a thousand instances in their repetition of the same trains of thought. But it is desirable that those expressive natural signs, which according to his ability each deaf mute invents and uses as his only language before he comes under regular instruction, should be improved, by the methodical arrangement, the judgment and taste of a well educated teacher. No untaught deaf mute possesses the best taste in the use of his vernacular, any more than uneducated persons who hear, have those ideas of grace, beauty and propriety of expression that belong to enlightened minds. Experience shows what signs are best suited to the end in view, and taste and judgment teach us to reject what are superfluous and to modify those which are awkward, ungraceful or otherwise objectionable. They thus become methodical; and it should be distinctly understood that methodical signs are founded on the natural, and become properly established and methodized under the culture of those who possess good taste, judgment and discrimination.

Methodical signs also include those which though radically natural as before stated, are yet modified by the habits of society or the associations of refined people. The idea, for instance, of imprisoning or securely confining a man, would be naturally expressed by a savage, by the signs for tying him to a tree, binding him to the earth, or surrounding him by a circle of fierce warriors. The civilized man would use those signs which indicate shutting him in a strong room, or a prison. The radical signs in each case would be strictly natural to the persons using them, and the idea of imprisonment would be fully conveyed. Frequent practice in the case of a teacher would render his use of the signs necessary to convey this idea, *methodical*;—that is, he would fall into a method of his own. But in a school where there are several teachers and many pupils, there must be a common method and each must adhere to it so closely as to be perfectly intelligible to all around him. He will of course have his own style, just as every one has a style in penmanship, in some degree peculiar to himself. In each school there should be, no doubt, a common source or standard of signs, and so far as it is possible, this should be true of all the schools of a nation.

Methodical signing, as thus explained, is quite necessary for the establishing of uniform clearness and precision, even in the common conversation of the deaf and dumb. But it is especially important in teaching by means of lectures. In the common exercises of the school-room, much of the instruction on written language, assumes the form of a lecture. If, for instance, I am to teach my pupils for the first time the meaning of such words as truth, virtue, benevolence, industry and their opposites, at the same time that I teach the words themselves, I must not be satisfied with merely stating that such and such persons speak the truth, are virtuous, benevolent, industrious; but I ought so to state the circumstances, the actions, the emotions of the individuals, whom by my pantomime I bring before them, as to exhibit these ideas perfectly to their minds, and often with a considerable variety of application. I ought also to give them model sentences in

which these words are used, that they may have the guidance of authority in their future use. All teachers of the deaf and dumb will understand this, and the reasons for it need not be stated.

If my object is to communicate facts in history, biography, or science, I need not wait till my pupils can understand the elevated language of books, but may resort at once to *the lecture*, either short or long, according to circumstances,—the lecture by signs.

I may also for their sakes and my own, use every other aid to illustrate the subject, especially such words and sentences as I know them to understand, either by dactylology, or by writing them down in their presence, but my main reliance must be upon signs, signs for ideas, without primary reference to words. These too must be extensively methodical signs, that is fixed, previously understood among us, as a common medium of communication.

The same is true preëminently of the religious lecture. How shall we teach the great facts, truths, doctrines of the Bible? Shall we wait three, four, five or more years, till our pupils can read the Scriptures for themselves? And, even if this great object were attained, could we leave the deaf and dumb without that assistance in the understanding and the application of these most important subjects, which is deemed of the highest consequence for all others throughout Christendom, even the most enlightened? All will acknowledge that the deaf and dumb need at least as much aid in the acquisition of knowledge on all subjects as other persons: teachers know that they need unspeakably more. This aid the faithful teacher would desire to furnish in the best way. But unless there is method regulating the pantomime as well as the grammar and the logic of his instructions, it is hard to conceive that his way is even tolerable. Pupils too have occasion to recite and often to repeat among themselves the lessons they have received. Must they not have a common, methodical, definite mode of doing these things in their own language, as well settled in its essentials as the alphabet itself?

Another and important use of methodical signs is to illustrate by them the principles of grammar, to present in the clearest manner the construction of sentences, the agreement and government of words in a composition, and to dictate entire sentences word by word, as models of correct writing. Thus a constant review of the principles taught is kept before the mind of the pupil; and if he is required in addition to imitate his models, and by original efforts apply directly and without aid the principles inculcated, he can be doing no better work. An advantage of this method over that of writing out the model sentences, or spelling out their words individually on the fingers, is that it enables the teacher to show more clearly and naturally to the deaf and dumb, the principles of which we have spoken, and by his continual adherence to these principles himself, even in the making of signs, to establish them in the minds of his pupils with all the force of law. It comes in not to supersede the other methods mentioned, for they are excellent and necessary, but to illustrate, enforce and apply the principles they embrace in a manner best suited to the deaf and dumb mind. It may come in perhaps alternately with the others, and add force and variety to the means of instruction. It is addressing deaf mutes, in their own language, on an abstract subject, rather than in a foreign one, of which they know comparatively little; and the object is to enable them to acquire the foreign one the more readily and accurately, that it may ultimately take the place of their own in the common intercourse of life.

This method also involves a continual exercise of the mind in the spelling and defining of words, both which are most important. When I dictate a sentence by methodical signs, and require my pupils to write it down, I make a simple, single, but significant sign for each simple word, and a complex sign, embracing at least a partial definition, for every complex word. To understand all this, my pupils must give good attention, must use their powers of discrimination, and must spell out each word, mentally, at least as they write it down. On the other hand, if the teacher give each word by

writing it himself, or by spelling it out on his fingers, for the pupil to read, the exercise of mind becomes little else than the mere operation of a verbal memory, without calling into play either judgment, comparison or discrimination. What would be the effect on a common school if the pupils rarely or never had any exercise in learning to spell except that of copying the written language of the master? The deaf and dumb pupil would thus lose a great advantage from the lack of that constant repetition of first principles which ensures their due effect on the mind. One great law of success in teaching is the rule of "line upon line and precept upon precept," and this is preëminently obeyed by a judicious, methodical use of pantomimic signs. But while these are highly important in their proper place, the use of them does not necessarily, and never should practically, prevent the employment of every other method suited to facilitate to the pupil the acquisition of the written language of his countrymen. This is one of the chief objects in view in the education of the deaf and dumb, and when once attained, by whatever means, they are essentially educated, or rather the foundation is laid for their advancing indefinitely in almost every branch of knowledge. Let then dactylogy be employed freely,—let lessons be given exclusively by writing, but let them never fail to be given also by the language of signs, both natural and methodical, and let the pupil be required to use these signs in the most accurate manner. To this end he must make them after the teacher, till if possible he equals or surpasses him in freedom, force and propriety of expression, and till he can give with all necessary minuteness, the details of a narrative, the facts of an historical lesson, and the train of thought, the arguments and deductions of an abstract discourse. The great end to be had in view in all these exercises by signs, is not so much after all, the perfecting the pupil in their use, as it is the perfecting him in the understanding and use of written language, so that he can read understandingly every variety of composition, and can express his own thoughts by writing both grammatically and logically. Any degree of approximation toward

this end is valuable to the deaf mute; the greater the degree, the greater of course the value; and the teacher is in error, or as the case may be in fault, who fails to employ every available means to accomplish so desirable an object. By this method, thus imperfectly illustrated, the pupil is less likely to fall into that unintelligent use of written language to which other methods may lead; his mind is enlarged and strengthened; he is obliged to think and can not be a mere copyist; he understands better the reasons of things, and takes less on trust; he finally becomes independent in thought and language, and in his ability to acquire knowledge, in the same sense that others are so.

The last class of signs of which I am to speak, is that called the conventional, or arbitrary. Those included under this term and employed by the adherents of the French and American system of instruction, are few in number. They are used for convenience' sake and to save time; they are used in familiar conversation, but can not be properly applied to the expression of abstract thought. They are sometimes used for proper names; sometimes they have a merely local application, in which case they can not be generally understood; they are employed in jesting, but rarely in elevated discourse. They are such signs as have in themselves no particular meaning, but in the first instance of their use had a meaning arbitrarily assigned to them, which by agreement between teacher and pupil, came at length to be suggestive of this meaning whenever employed. Such are the signs made by holding up *a thumb* to signify *good*, and *a little finger* to signify *bad*. It is hardly necessary to say that these particular signs should never be used by an intelligent teacher.

In some European schools, the language of signs, as such, is professedly discarded as much as possible. The teachers thus lose a very important advantage; for though they are obliged to employ natural signs as the medium of instruction at first, they undervalue them, do not themselves become proficient in them, use them awkwardly and keep their pupils in the dark on many most interesting subjects, especially moral and religious ones, for a very long time, from

the impossibility of giving adequate instruction on these subjects by other means. Now these very subjects are the ones which, in their elements at least, we need preëminently for the early part of our course, that we may the more surely impress the minds of our pupils with a right sense of their relations to their Maker and their privileges and duties as moral and accountable beings.

There are those who think that in many of its applications there is a beauty, a force, an attractive and persuasive power in the language of signs, unequaled by any other language of man! To the deaf and dumb this may be true, but to us who hear, such an assertion would need to be qualified, though long experience in its use might lead some of us to an appreciation of it which the world in general would deem extravagant. Let us then who are teachers, see to it, that this beautiful language of signs suffer no detriment from us, but that it be handed down to our successors, not only unimpaired, but improved and rendered more efficient as the great medium of instruction in our respective institutions. That it has been thus improved already in our country, can admit of no doubt; especially by him who first introduced it here, to whom we are all so much indebted for our means of usefulness in our profession, and the educated deaf mutes of our common country, for deliverance from their great misfortune.

[The foregoing article was read at the Convention of Instructors held in Hartford, in 1851, and printed in the proceedings of that body. EDITOR.]

THE RESPONSIBILITIES OF OFFICERS OF INSTITUTIONS FOR THE DEAF AND DUMB.

BY J. A. AYRES.

It seems to be a conceded fact, that the deaf and dumb are to be gathered into large institutions for their education, where, in a microcosm of their own, they are to obtain an idea of life which otherwise, in their peculiar isolation, they

would hardly attain to, and where, under circumstances relatively the same as in other schools, they are to lay the foundation of their future acquirements. For the mass of them this is doubtless the best way to enter life. If it be not for all, it is because some can command advantages or possess privileges not within reach of others. All will agree that the deaf mute needs such help and assistance as we can give him in his start for independence in life. At best he will have a hard struggle along its rough journey, and all that we can do to make him intelligent, to make him cheerful, and to fit him for a better life to come, to him so eminently a better life, is a duty we all acknowledge, and a privilege in which we all rejoice.

We desire, then, to mention in detail what seem to us to be the requisites of an institution which shall most completely bring the mute into intimate and actual communion with life, by cultivating his intellectual faculties, by developing, in all its fair proportions, his moral being, by drawing out and unfolding his social nature, and also by breaking down or removing as far as possible the wall of obstruction which his infirmity builds up between him and others of his fellow-men. Earnest conviction of the truth and importance of what we state must be our apology, if in aught we dissent from received customs, or accredited opinions. And we shall be the more free to state our full opinions, because the theory and the language of signs and the process of deaf-mute instruction, are not so understood by the general public as to be capable of that criticism necessary to prune, and alter, and remodel every system to bring it to perfection. What has already been accomplished for the deaf and dumb commands our unqualified admiration; what shall be done in the future is a matter for our serious inquiry. That the theory and practice of instruction in our institutions is perfect, those familiar with the subject will be the last to assert. That there may be in the future an undiscovered something, that shall be as ears to the deaf, bringing them into a still more intimate communion with daily life, all will hope and search for. And it becomes all in any way re-

sponsible for their improvement, to study well the history of the past, and with sound judgment and philosophical scrutiny to explore the possible future.

The authority of an institution centers in its Board of Directors. They manage its funds, they erect its buildings, they appoint its subordinate officers, and are responsible to the public for its general success. It is not then a light responsibility or care which falls upon them. As the guides and guardians of an important educational and philanthropic movement, they need to be men of practical wisdom and of earnest benevolence, possessing a deep interest in the cause they represent. And this interest should be a personal interest, and the responsibility should be felt as a personal responsibility. In a very peculiar sense the attainments, character and prospects of the mute are dependent upon influences which they bring to bear upon him. These influences are but slightly neutralized by the contact and friction of the outward world; they abide with him through life, and form the essential element of his being.

It seems to us also that in all such boards there should be one or more persons with the leisure and the inclination to make themselves familiar with the language of signs and the theory and practice of instruction. This seems to us to be important, because otherwise the decision of matters of the most vital interest to the deaf and dumb is left to the chance decision of those who lack the necessary information to form an intelligent judgment. Such uninformed judgment of course is no judgment. Nor does it seem proper that such matters should be left to the principal or teachers of an institution, for if the board do not do it, there are none to criticise or judge of their labors. I know it is customary to place men of reliable and established character only in charge of the important interests of such an institution; but where there is no criticism from the public, and no pressure of intelligent estimate from without, the best of men are sorely tempted either to indolence in efforts or to ambition of personal display—in either case the institution suffers. We care not in what way it is brought about, but we are

sure there should be for every public institution an intelligent and careful judgment from without.

According to the means committed to their care, they are to furnish grounds, buildings and internal accommodations, such as shall conduce to the health, the moral culture and intellectual advancement of the youth who are intrusted to them.

Great care is always necessary in respect to the health of a large number of persons congregated together. If these persons are children and youth, with constitutions continually undergoing change, and especially if they are deaf-mute children with, in many cases, scrofulous and enfeebling tendencies, the need of this attention is greatly increased. Pure air, pure water and wholesome diet are the essential requisites of health. Crowded lodging rooms, ill ventilated study and sitting rooms, and close and confined recitation rooms, do beyond all question develop or aggravate infirmities that time might outgrow. But into the hands of the directors of an institution, this sacred trust is committed by many a trembling parent. There is a peculiar and more affectionate tie which binds such an one to his afflicted child. That parental sympathy which wears off in the growing independence of the rest, yet clings to this dependent one, and would fain spare any addition to his great privation.

Moral development is the direct growth of circumstances, influences and especial culture. It will hardly be doubted by any, that the unnoticed silent influences of life are most powerful. I know it will seem strange to some, that there should be any inherent morality in masses of stone or brick, but it will equally remain true that the proper arrangement and subdivision of rooms by which only quiet and order can be secured, the chapel with its conveniencies for daily and weekly worship, the retired closet for prayer, for all who would separate themselves for a time from the little world about them, do preach a daily lesson more received and inwoven into the fibers of character, than the most studied and careful explanations of truth.

Perhaps the intellectual progress of a scholar is quite as

much dependent upon the conveniencies, helps and appliances of the school-room as upon the zeal or even the ability of the teacher. The pursuit of knowledge under difficulties is a delightful thing to behold, especially when seen in the young, and where it exists it will override all obstacles, but it is no reliable element in the estimate of general education. The mind of the child needs stimulus, encouragement, drawing out, until little by little, there is reared up a love for, and a basis of knowledge upon which he will build for himself a superstructure. These physical appliances all lie under the care of a board of directors; they lie also at the foundation of the prosperity of an institution, and are worthy the serious consideration of all who in the discharge of an important trust deem it no light matter to have committed to them the mental and the moral development of one so peculiarly dependent upon a right start in life as the deaf mute.

To the directors of the various institutions in the country, the deaf and dumb and the public owe a large debt of gratitude. Their labor and untiring energy have built up thriving institutions in all parts of the country. Their liberality has founded them; their service is freely given to their support. If these institutions are not perfect, it is not because they have failed to do all that their circumstances and knowledge enabled them to accomplish. They will be the last to accuse me of officiousness in mentioning thus briefly, what seem to me to be the responsibilities of their office.

But the duties of a board of directors are not all those of immediate supervision. A large share of them are delegated to the principal of the institution, or to a faculty, of which he is the presiding officer. He gives character to the school. His influence is felt in every department of instruction. He arranges and prepares the course of study. He administers government, and in brief, bears along the great responsibility of the intellectual and moral guidance of an institution through a comparatively unknown field in morals and in science. A man who can well discharge these duties deserves our regard and high admiration. Without such a

presiding officer, every institution must occupy a secondary or inferior position. We are willing to admit that this is all true of other schools and in business associations; but it is eminently true in a school for the deaf and dumb. To them the head of their institution is the head of their little world. He can throw an influence around them which shall bind them all to him as the fibers of the vine cling round the oak, and these fibers shall all be the bands of love, by which he can lead them and guide them at all times. Of the peculiar qualifications for such a situation we desire to state a few which seem to us to be essentials.

The language which the deaf and dumb use, and by which they are taught, is yet an uncertain quantity. In Germany, great efforts are made to teach them by imperfect speech. In France, they depend upon the language of signs or gestures, enlarged and reduced to somewhat of a system. As a language, each of these is greatly imperfect. It seems to us a settled conclusion, that the deaf and dumb can never be taught speech so that it shall be with them an intelligent and moderately rapid means of communication, by any process of instruction now in use. On the other hand, the language of signs systematized, which is certainly the natural language of the mute, has the serious disadvantage of being laborious in use, imperfect to a high degree in ability to express what is not familiarly known, besides that it is incapable of being reduced to writing. So entirely is this true, that in almost all cases the cultivated mute resorts to writing or to the use of dactylology, rather than to confine and cramp his thoughts within the puerile and elementary symbols of his native language. Into the hands of the man who presides immediately over an institution, this mass of material is committed; and the earnest inquiry and investigation whether there can be any more perfect language for the deaf mute, is a part of his work. Of course such an inquiry will be futile unless he be a scholar of extensive research and a man of tried judgment, capable of putting calmly aside fanciful surmises and all enthusiastic hopes which have no real basis. Before him too the whole lan-

guage of signs lies open for critical emendation or for radical improvement. He needs to possess abundant intellectual resources to meet these demands upon him.

The theory of the best development of a mind isolated from common speech, has long been a matter of much inquiry and of disagreement among all teachers of the deaf and dumb. Their minds may be developed by such an intellectual process that they will possess singularities, peculiarities and oddities such that they will be only to a limited extent in actual communion with other minds. This will be the case more or less always where signs are used to the great exclusion of language, and the same will be true where language is only a school-room exercise and not a daily means of communing with other minds. But it ought to be as far as possible a settled opinion, in what way best the deaf mute may be brought out of that chaos in which his faculties lie buried, into the world of free interchange of ideas, thoughts and feelings which we inhabit; whether he shall come through the pathway of signs or speech or of dactylology or of writing; whether we shall take him as a child, and help him along through all the intricacies of language as we ourselves learned it, or whether he shall learn it as we learn Latin and Greek, by the rules of science. Among all these possible ways there is of course a best way. That the deaf mute may become perfectly conversant with language, so that it is to him in all respects as true a medium of thought, feeling, emotion, as it is to us, we know, because there are examples of such attainment; that it is generally true of them, or even true to a considerable extent, is not the case. Most graduates of institutions in this and other countries can work along through life with a comfortable understanding of its common events and daily recurring ideas, but that they rise to the comprehension of a more elevated state of writing or conversation it is idle to assert. The difficulty does not lie in their understanding, which is not affected by their purely outward infirmity or privation of hearing; it lies in their language, which, though beautiful, is much too limited to give any considerable degree of mental

expansion. The principal of an institution has this great duty devolved upon him, to see by what better means he can unfold the dawning intellect of the mute. The science of their education is not a developed science, so that he can stand still by the old landmarks and say all is well; it is not a science where with enthusiastic views he can start on some wild scheme of progress and reform; but it demands the steady, earnest culture, advancement, change, which it can only receive from a vigorous, discriminating, thinking mind. By supposition he is a superior man, the best that can be found among the number of educated and intelligent men who are conversant with the subject. By his position, leisure is assigned him for the work of investigation. Upon his life and labors, the future of the unfortunately deaf is dependent to a degree that may well startle him with a sense of peculiar responsibility.

The influence which such a man may exert upon the susceptible minds of the deaf and dumb, is well nigh without bound. It is all the more controlling because to a great extent other influences do not act upon them. We speak not now of learning or knowledge, but of that moral and social character, which his influence like a seed implants in their bosoms. We would that we had faultless men for all positions of influence and importance in society, but if there are only a few, they should be spared for those whose closed ears shut out the commingling influences of life, and leave as it were only a single pattern after which to mold their character. When proper influences are thrown about it, there is a trustfulness and true simplicity in the deaf and dumb, delightful to behold, and beautiful in its development. No harsh and ruthless hand should sweep away this first fine tissue of character; no stern, unsympathizing look should chill and blast the genial soil; but the gentle amenity, the real dignity of a true heart, should draw it forth and expand it into the bud and blossom of a hoping, loving, cheerful life.

But while we would draw out all that may be peculiarly lovely in these children of many sorrows, and by that magic

influence inherent in true virtue would win them to every good, we would be far from denying or forgetting that at the basis of all hopeful character is laid in childhood, faithful rebuke and uncomplaining obedience. To secure this there must be a faculty to govern, not simply a faculty to secure obedience or to command, but a government of love first, and which shall be a terror only to evil doers. We know well how rare it is to find these two faculties united, but when found in one who has the care of youth, we may well deem that we have found a model man.

It seems to us a matter of first importance that there should be in every institution for the deaf and dumb a system of instruction, distinct, definite, and fully adopted; that each year should have its regular course of study assigned it, which the pupils are to accomplish, or failing which they are not to be advanced to the class above them at the close of the year. Until within a few years there has been no such published course of instruction in the United States. It has been left to the principal of each institution to arrange from year to year a plan of study as he pleased, either in accordance with the custom and manuscripts of past years, or something entirely new. Nor is it customary now for any institution, as far as known, to publish in full its course of study. Recently, something of this has been attempted by Dr. Peet, the indefatigable president of the Institution at New York. Without attempting here any judgment of the success of his effort, which in its place it would give us pleasure to do, we are sure all must be agreed that the attempt is a movement in the right direction, and deserves our earnest commendation. Surely, the course of study in every institution should be so developed, that it may be laid before the public for their information, or if they please for their criticism. That which is certain and definite, is much more likely to be well attended to, than that which is vague and uncertain. Besides, it is a very great responsibility, to place in the hands of one man the entire control over a course of study in a field of inquiry but little explored, where conclusions reached by him are final and decisive. We know well

that in our country the management in this matter is given to men of ability and uprightness, but the interests involved are too important to be left in the irresponsible hands of a single individual.

It has always been the policy of directors of institutions in our country to employ as practical teachers, educated men. To some extent deaf-mute instructors have been employed, and rarely female teachers. This general policy we believe to be not only right, but necessary, yet capable perhaps of some modifications which shall be improvements. The instruction and mental training up of a person who is deaf and dumb, is a very different matter from the simple teaching of a person possessing the ordinary faculties and information. It is with him a development of mind and heart. It demands after the elements are acquired, an intimate acquaintance with the philosophy of language, and an ability not only to teach, but to develop from their beginnings all branches of study to which the pupil attends. He must be able to teach more out of books than from books, to explain and illustrate all principles of grammar and construction, and bring his scholars to comprehend not words only, but ideas. More than this, he must be one of those laboring to solve the problem of the best way to educate the deaf and dumb. He is an explorer in a scientific field; he is not only a laborer but a leader in a benevolent enterprise. He treads no beaten track, nor is his investigation and inquiry if successful, of small and unimportant result. For all that he accomplishes, a sympathizing public will give him the full meed of praise; but more than all, his own consciousness of good accomplished, and the thankful acknowledgments of those that rejoice in the benefit he confers, will satisfy his heart. The employment of such men makes the education of the deaf and dumb expensive; and though we believe that money spent in procuring the best instruction is money well spent, yet there are proper limits to this. For some years the class of pupils pressing into our institutions has been composed of those much younger than were formerly received. As the knowledge of our institutions and

the results attained increases in the community, this tendency will increase. Parents will be desirous of having their children enjoy the benefits of instruction at as early an age as possible. We shall have, therefore, large numbers of small children to provide for in all of our schools. It seems to us, that if the system of instruction be as it should be, fully developed and prepared in books, these children might be placed for the first three or four years under the supervision of a female or monitor, and make all the improvement they would make under any instructor. The money thus saved might be used in giving to all a more extended course of instruction. It is idle to talk of educating the deaf and dumb well in four years, or in six. It takes all of that time under the best instruction we can give, for them to acquire such a knowledge of language, that reading for improvement is other than a task. To learn well they must begin young; and if they begin young their course is completed before they have reached that maturity of mind, which will enable them to comprehend the more difficult branches of study. We would gladly see a four years' elementary course, where females or monitors should teach under the direct supervision of the principal or a qualified teacher, to be followed by a four years' course under the care of a body of men, by education and experience, competent to be the faculty of an important literary institution.

We suppose some will ask, to what purpose are these statements? Are not the managers of our institutions good men and efficient? We know that they are. But all subjects, moral and intellectual, are better for being stirred. Exercise is an element of life; and it seems to us that we have now in our American institutions, the foundation for and the ability to produce, a more complete and perfected system of deaf-mute instruction, than the world has yet seen. We desire, not only that this ability may exist, but that it may be alive and earnest. The conditions of our society enable us to bring the mute more up to our own level of privilege, than in any other country. He is surrounded by intelligent persons with whom, when well educated, he holds

free conversation, deriving therefrom as we do, both enjoyment and instruction. He is surrounded by books that are to him just what they are to us. How sad it is, then, for us to bring him up through an imperfect education only to the door of the promised land, and not let him in to its full enjoyment.

CHURCH FOR THE DEAF AND DUMB.

[By a brief notice in our last number, information was given concerning the undertaking of the Rev. Mr. Gallaudet, in behalf of the educated deaf mutes of the city of New York. As an evidence that matters are going on toward a successful issue, we give the following report of a public meeting which was held on Thursday evening, the 3rd of March last, in the small chapel of the University; which has been sent to us for publication in the ANNALS. EDITOR.]

AT half past seven o'clock, Rt. Rev. Dr. Wainwright, the Provisional Bishop of the Diocese of New York, took the chair, and having opened the meeting with prayer, briefly stated the object which had called together so many friends of the deaf and dumb. He alluded to the large number of deaf mutes in the city who are deprived of the ordinary access to the means of grace, and said that they had assembled to consider a plan which had been proposed, to offer to this class of persons the privilege of public worship in their own language of signs. Having spoken of the qualifications of Mr. Gallaudet to enter upon this sphere of usefulness, and of the intimate social relations which existed between him and that portion of the community for whom he desired specially to labor, the Bishop remarked, that this idea of establishing a church for deaf mutes was not an untried scheme, for the experiment had already been tried for five months, in that very room, with a truly encouraging result.

On motion of Gen. Wetmore, seconded by Dr. Peet, President of the New York Institution for the Deaf and Dumb, Professor Jacob Van Nostrand was appointed the Secretary of the meeting.

Mr. Gallaudet then came forward and spoke substantially as follows:

Right Reverend Sir, Ladies and Gentlemen: It would be a pleasing task for me to trace the rise and progress of the education of deaf mutes, from the establishment of the Institution at Hartford, Conn., to the one which has been recently founded in Louisiana, making fifteen now in active operation in different parts of the country; to tell of the persevering and self-denying labors of those who have consecrated their time and their talents to this great work; and to notice the various improvements which have been made in the process of shedding light upon minds so long shrouded in darkness; but time will not permit me to take up so vast a subject. I have called you together, my Christian brethren, that I may speak to you of a humble project of my own, and let me, I beseech you, tell a plain and unvarnished tale. When I make use of the pronoun *I*, do not consider me egotistical, but rather look upon me as an instrument in the hands of Providence; for really, when I look back upon what has been accomplished, it seems as if I had done nothing of myself. The successive events which have thus far taken place are simply these.

In the summer of 1850, I was, in the providence of God, admitted to the precious privileges and great responsibilities of a minister of Christ. Soon afterward, my attention was particularly turned toward the deaf-mute residents of this city, and I felt it to be my duty to do something for their improvement. Having obtained permission from the rector and vestry of St. Stephen's Church to use the vestry-room, I appointed a weekly evening gathering of deaf mutes, at which I might use with them some short devotional exercises, explain to them a portion of Scripture, and give them some general information upon various topics of interest. For several weeks the number in attendance was only four or five. But soon it increased so rapidly that we were obliged to seek out other quarters, and finally removed to the school-room, No. 59 Bond St., where the meetings are still held on Friday evening. The average attendance has been thirty or

thirty-five, there having been present on several occasions, fifty or sixty. At length the idea forced itself upon my mind, that I ought to attempt to gather these persons around me in pastoral relations, and to establish for them a church. This idea gained strength from time to time, and having obtained the unanimous consent of the rectors of the different Episcopal churches in this city, I commenced holding the regular services of our church on the first Sunday of October, 1852, in this room in which we are now assembled. I have the morning service with the voice, that the parents, children, other relatives and friends of deaf mutes, may have the opportunity of joining with them in forming one parish. The afternoon I devote to the deaf mutes, translating to them our service, and preaching the same sermon which I use in the forenoon. The deaf mutes have apparently taken great interest in this service, and have been present several times to the number of seventy and eighty. The responses of the service are at present given only by Mr. Gamage, a deaf-mute gentleman, connected with the Institution as an instructor; but I entertain the opinion that eventually, the whole congregation will be able to unite in them. The Holy Communion is administered on the third Sunday of every month, and among the communicants there are twelve deaf mutes. I have had occasion to use among this class of persons all the offices of our church, except that for the burial of the dead. I desire to express my gratitude for the great kindness which has been shown toward my project on all sides, and especially for the liberal appropriation of three hundred dollars, made by the vestry of Trinity Church for the payment of the rent of this chapel during the present year. The practical question now arises, shall we have a church building in which to assemble for public worship, and attached to which there can be a lecture-room, reading-room, and library, for the moral and intellectual improvement of the persons whose cause I plead this evening? If I can secure a piece of ground, I have no doubt at all as to the feasibility of raising money enough to erect the church, and I shall be more than satisfied if the obtaining of the ground is

effected by this meeting. I do not ask for a large church—two common lots will be amply sufficient. May I not hope to have them speedily?

After his address, at the request of the bishop, and with a view of showing the definite and precise character of the sign-language, Mr. Gallaudet translated the creed, explaining the particular significance of each sign as he proceeded. After which he repeated it, without interruption, in the same way as he would do in divine service.

There were quite a number of deaf mutes present at this meeting, for the benefit of whom, Mr. Gallaudet reported the proceedings and speeches, in which they took a lively interest.

Mr. Robert Gracie moved the following resolution:

“Resolved, That a committee of twelve be appointed to counsel and assist Rev. Mr. Gallaudet, in carrying out the details of his undertaking.”

Mr. Gracie expressed his interest in the work and his readiness to coöperate in it.

Mr. Wetmore said it gave him pleasure to second the motion of his friend, Mr. Gracie. He had long been an attentive observer of the benevolent efforts of Mr. Gallaudet to promote the present and future welfare of the deaf and dumb, and was happy in the opportunity of bearing testimony to the merits of this most excellent enterprise. It would not be expected of him to speak of what had been done, or what was yet to be accomplished for the benefit of that interesting portion of the human family. There sat beside him one far better qualified to discuss that subject, and whose opinions would be entitled to much greater weight than any which he, Mr. W., could advance. The gentleman to whom he referred—President Peet—had endeared himself to every friend of deaf-mute education; his name had become memorable in the annals of science; and his works of benevolence would secure to him a monument more enduring than marble.

Mr. Wetmore said he was proud of the city in which his lot was cast, for the number and the excellence of its chari-

table and religious institutions. He sincerely hoped that these good works would be still further extended, and that among the first to receive assurance of a cordial and adequate support, would be that so ably presented to the notice of the meeting by Mr. Gallaudet.

After some further observations, Mr. Wetmore expressed his earnest hope that those who shared in the wealth and public spirit of the community, would bid Mr. Gallaudet God-speed in his undertaking.

Gen. J. Watson Webb, editor of the *Courier and Enquirer*, then moved the following resolution :

“*Resolved*, That the object brought before this meeting by Rev. Thomas Gallaudet, is one calculated to call forth the cordial encouragement and support of this community.”

In moving this resolution, Gen. Webb said, that though he had come to this meeting feeling not a little interested in its object, yet it had been with a belief that no such plan was at present feasible. He was now satisfied on that point. The statements of Mr. Gallaudet had removed all his doubts and difficulties. The object should receive his hearty advocacy and aid; and he had no doubt that the liberality of the citizens of New York would soon bring the experiment to a successful issue.

The resolution was seconded by Dr. Peet, who spoke as follows:

From my position it may be expected that I should express some opinion in relation to the enterprise, to promote which, is the object of our present meeting.

The deaf-mute population of this city, numbering as has been stated, from a hundred to a hundred and thirty, is made up for the most part of those who have been inmates of the institution under my care; the remainder are foreigners principally from Germany and the British Isles, and those who have been instructed in other American institutions.

It were unnatural to suppose that, after laboring for so many years to bring them from the lowest point, I had almost said, of intellectual existence, to the dignity of social and thinking beings, when they leave us we should cease

to feel an interest in their welfare. As a son, who has reached his majority, leaves the home of his childhood, and goes—it may be far away—to work out his own destiny, is followed by the benedictions and prayers of his anxious parents; so these graduates of our institution continue to be the objects of our earnest solicitude, and to receive, as circumstances may require, our counsel and encouragement wherever, in the providence of God, their lot may be cast.

We have in our institution no church organization. To incorporate such a feature into our system of instruction would not be politic or wise. Our pupils come to us from different denominations of Christians, and we do not directly interfere with the peculiarities of their religious belief. But it must not hence be inferred that religion is not inculcated, or that we fail to bring to our aid its sanctions in our system of government and instruction. The Bible, which is acknowledged by all sects, is the broad platform on which we stand. We teach the historic truths which it reveals; the existence and attributes of its great Author; the relations which subsist between him and his creatures; and the duties which on their part grow out of these relations. We trace the lives of those “who through faith and patience have inherited the promises.” We explain its divine precepts, its precious promises, its awful warnings. In short, we hold up this sacred book, which inculcates individual, personal accountability, and reveals the conditions of our acceptance with God, as the only rule of faith and practice.

With minds stored with such truths and such principles of action, they leave us, and our responsibility ceases. Many of them are pious, and join such churches as they, or their friends may select. Others, still, by the blessing of God, on the perusal of his word and the simple lectures to which they attended on the Sabbath while at school—a copy of which they carry away with them—become converted, and attach themselves to the company of the redeemed. Most of them are isolated and widely separated from each other; and though they may be constant attendants upon the public

ministrations of the sanctuary, are yet precluded by the nature of their infirmity, from the privilege of social worship.

But in this city the case is different. Here is the home of a considerable number, which is increased by immigrations from the country and from abroad—influenced by a like motive that leads professional and business men to resort hither. What reason can exist for withholding from them the means of grace within the reach of their more favored brethren who hear; the social and public worship of God; a pastor to break to them the bread of life—to visit them in their afflictions—to gather their children into a Sunday-school—and to instruct and guide them in their way to heaven?

To neglect them would be a dereliction of duty. Said our Saviour, “the poor ye have with you always, and whensoever ye will ye may do them good.” The deaf mute may be embraced in this category, and during the period of his earthly ministry, no class of the afflicted received from him more compassionate attentions than they. In their deprivation and comparative obscurity, they are less influenced by public opinion than other men. But like other men they are susceptible to sympathy and kindness. In a great city like this, where temptation meets them at every corner, they are in danger of being enticed to places of improper resort, and liable to contract habits, and vices, and diseases, which will prove their ruin. Hence, they should be sought out, and encouraged to place themselves under the protecting shield of the gospel.

It was remarked by Dr. Franklin, that the influence of the Sabbath would be great, if it produced no other effect than to induce men to wash their faces and hands and put on clean linen. But how mighty must this influence be, if, in addition to the formation of habits of personal cleanliness, it were to interrupt their worldly associations, and lead their minds to the contemplation of those great truths which pertain to their everlasting well-being.

Should a place of public worship for deaf mutes be permanently established in this city, some, who would not otherwise go any where, might be induced to come at first from

motives of curiosity, and finding its exercises interesting and instructive, might, by a little encouragement, become constant attendants. The distance of the Institution from the mass of the population, unpleasant weather, and the necessity of using a public conveyance, must render it inconvenient, if not impracticable, at times, even for those who value religious instruction, to be regular in their attendance upon the services of our chapel.

But not only in a religious point of view is the enterprise in question important, but the collateral advantages are by no means inconsiderable. The deaf mute needs a friend to whom he can look for encouragement in his daily employment—one whom he can consult in the purchase and sale of property, in the execution of contracts, to see that he is not overreached and defrauded, and make explanations so as to secure a good understanding between him and his employer.

But we derive an argument in favor of this undertaking from its indirect advantages, by contrasting the condition of the adult deaf and dumb, in London for instance, where no provision exists for their religious instruction and personal visitation. At the lowest computation, there are in that city one thousand deaf mutes, and the number has been estimated as high as fifteen hundred, a majority of whom may, perhaps, have been in some one or other of the English schools.

In those schools pupils are received at a younger, and consequently leave at an earlier age, than in our American institutions. This course of policy is dictated by a desire to apprentice them at trades at the proper age—for such is the tone of public sentiment in England, that no deaf mute can find employment as a journeyman, unless he has passed through a regular apprenticeship.

From the fact that the mind of a deaf mute is developed more slowly than that of a hearing child, it must be evident that his attainments, on leaving school at the age of fourteen or fifteen, must be very imperfect, even under the best intellectual training. Added to this his want of practical knowl-

edge—the contrast between the workshop and the school—and the imperfect medium of intercourse between him and his master—it is not surprising that he should become impatient and dissatisfied. This feeling, which may have been produced or increased, in some cases, by the treatment of the master himself, must render him less attentive and faithful. Hence the master's interests become affected—misunderstanding ensues—the indentures are broken, and the boy leaves his place. Such cases—and they are not unfrequent—are deplorable; but those of the uninstructed still more so.

In view of the destitution of this large class of persons, a society was formed a few years ago for their benefit. I had the pleasure of attending a meeting of its committee in the summer of 1851, convened to inquire if something could not be done to invigorate it, which, even then, had fallen into decay. Some of the features embodied in its programme of operations were impracticable, and hence too expensive and unwieldy. I have recently received intelligence that it has been given up. But had it confined itself to the two objects which I trust are contemplated in this undertaking, viz., biblical instruction and worship on the Sabbath, and a kind visitation and encouragement in their secular affairs, it would have proved an efficient agency for good.

But though, in contrasting the condition of the deaf and dumb in this city, with that of those in the great metropolis of England, the advantage may be found on the side of the former, by reason of the difference in the usages of society, the conventional rules which regulate labor, and the greater experience and practical tact in some handicraft, which our pupils have acquired while under instruction; yet it is not such as to exempt them from trials and embarrassments, or render undesirable the interposition of kind offices by some friend and counselor. And who can better perform such offices, than he to whom they are accustomed to look as their spiritual guide and pastor?

One word more, Mr. President, and I have done. Nearly thirty-six years ago, the system of deaf-mute instruction was introduced into this country by the Rev. Thomas H. Gallaudet,

who first employed the language of signs as the medium of devotion and of social and public worship. In every institution which has since been established, this feature is embodied in its system of instruction. The son, following in the footsteps of the father, is the first to organize a church of the deaf and dumb, and institute a form of service conducted in this silent language addressed only to the eye. May it be his happiness and reward to know, "when the Lord writeth up the people, that this man was born there."

With these remarks I cordially second the resolution.

The next resolution was then moved by Rev. Dr. Haight, professor in the Episcopal General Theological Seminary.

"Resolved, That St. Ann's Church for the deaf mutes, be commended to the favorable consideration of the clergy and laity of this city and vicinity, with the earnest expectation that its services may, ere long, be held in an appropriate edifice, consecrated to Almighty God."

Dr. Haight maintained that it was manifestly the duty of the Church, at once to press forward and occupy any field which the hand of Providence had evidently opened before her. Here they found such a case. The field was ready; there was no one else prepared or desirous to occupy it. There was the *man*, whose peculiar training had made him, of all others, the fittest for the execution of a work like this; and it was therefore the bounden duty of the Church to strengthen his hands, and support him freely and fully. But besides the naked duty, it was a case singularly interesting, and qualified to enlist the feelings and sympathies of the community at large. He gave it his hearty approbation, and promised to use his best efforts to insure its success.

The resolution was seconded by Rev. G. T. Bedell, rector of the Church of the Ascension, who warmly commended the design, and spoke favorably of Mr. Gallaudet. It was the duty of the church to improve the advantage thus held out to her. He alluded to the isolation of the deaf and dumb, and the fact that they were beyond the reach of the ordinary means of grace. The gospel is now made to reach to distant heathen nations. But, without the execution of

this design, we should eventually have among us a class of unfortunates, who would be more inaccessible to the gospel than even the heathen themselves.

Mr. John Carlin, the distinguished deaf-mute artist, delivered a brief address in the sign-language, which was translated by Prof. Bartlett. Mr. Carlin said that though he was a Presbyterian himself, yet he rejoiced in the privilege afforded him of public worship through the ministrations of Mr. Gallaudet, and hoped that this movement might result in great good to all deaf mutes.

Prof. Van Nostrand very briefly expressed his good wishes for the success of the undertaking, and pointed out some of the important advantages which must thereby accrue to that portion of the community, in whose welfare he and his colleagues took such a deep interest. He cordially concurred in the remarks of Dr. Peet.

The resolutions were unanimously adopted.

A gentleman then rose and said that though unaccustomed to speak in public, he could not refrain from expressing his interest in the undertaking, and pledged himself to raise five hundred dollars in furtherance of the object.

Gen. Wetmore stated that he was authorized by Dr. Peet to say, that he would give an exhibition of the pupils of the Institution, the net proceeds of which would be devoted to the proposed church.

The president of the meeting having been authorized to appoint the committee, made it to consist of the following gentlemen:

The Rev. Drs. Haight, Vinton and Cutler; Rev. Messrs. Bedell, Geer and Weston; Messrs. Wetmore, Webb, Gracie, Curtiss, Weeks and Winthrop.

Bishop Wainwright, Dr. Peet and Mr. Augustin Averill were subsequently added to this committee.

On motion of Dr. Peet the meeting adjourned.

CHURCH FOR THE DEAF AND DUMB.

The undersigned, appointed a Committee, at a meeting held on Thursday, the third day of March, instant, to consider the expediency of providing a permanent place of worship for the deaf and dumb, submit the following statement:

The number of the deaf and dumb, at present residing in this city, and who are chiefly the graduates of our Institution, is not far from one hundred. This class of persons will increase with the increase of the general population, so that instead of being reckoned by tens, as they now are, the time is not remote, when they will be counted by hundreds; for the same motives, which induce professional and business men to resort hither, will also lead them to select the city as the place of their residence.

Since it must be obvious, from the nature of their infirmity, that they can not enjoy the privilege of public worship, conducted in the ordinary mode through the medium of vocal speech, it is the dictate of Christian philanthropy to make provision to meet their spiritual wants, by the erection of a church edifice, and by instituting a form of service adapted to their condition, in which they can participate intelligibly and profitably through the medium of their own vernacular language of signs.

No man can habitually absent himself from the ministrations of God's house, without endangering his best interests for eternity; and the deaf and dumb, though compelled from necessity to forego these privileges, are not an exception to this remark, especially, as some of them are wholly untaught, and others still have too imperfect acquaintance with language to understand written discourse. Their only means, then, for religious instruction and improvement is through the language of action.

But not to dwell upon the importance of this enterprise, in a religious point of view, which none can question, there are many collateral advantages which plead earnestly in its behalf. It is reasonable to hope that it will lead them to a better observance of the Lord's day; withdraw them from temptation, or give them strength to resist it; inculcate the virtues of industry, frugality, temperance; promote their intellectual improvement, and by awakening mutual sympathy, prompt to acts of charity and benevolence.

This undertaking is not to be regarded in the light of an experiment merely. For five months past a small congregation of deaf mutes has been assembled on the Lord's day, in the small chapel of the University, which enjoys the ministrations of the Rev. Thomas Gallaudet, one of the professors in our Institution, through whose commendable efforts it has been gathered. A Church has been organized under the sanction of the Provisional Bishop of the Diocese; the Communion has been celebrated, and there are several prepared to present themselves for Confirmation.

In view of the foregoing brief statement of the wants of the deaf and dumb, and of what has already been done in their behalf, the way is prepared for an urgent appeal to the benevolent and wealthy of our citizens for funds to erect a Church for their benefit. To secure this object the sum of twenty thousand dollars is needed. The appeal is made in the confident belief that it will be heard and answered. No class of the afflicted, during the personal ministrations of our Saviour, received from him more compassionate attentions than they.

By the blessing of God on this instrumentality, their temporal interests will be promoted, and they will be taught to look with the eye of faith to that better land, where tears shall be wiped from all faces, and where the ears, closed to all earthly music, shall waken to the symphonies of angels' harps.

"Inasmuch as ye have done it unto one of the least of these my brethren, ye have done it unto me."

JONA. M. WAINWRIGHT,	CYRUS CURTIS,
BENJAMIN C. CUTLER,	ROBERT D. WEEKS,
BENJAMIN I. HAIGHT,	PROSPER M. WETMORE,
GREGORY T. BEDELL,	BENJAMIN R. WINTHROP,
FRANCIS VINTON,	HARVEY P. PEET,
G. JARVIS GEER,	ROBERT GRACIE,
SULLIVAN H. WESTON,	AUGUSTIN AVERILL,
J. WATSON WEBB,	W. A. SPENCER.

New York, March 14, 1853.

* * Subscriptions will be gratefully received by either of the above named Committee, or by Mr. Averill, who has kindly consented to act as Treasurer. His address is No. 47 South Street.

MISCELLANEOUS.

BY THE EDITOR.

Dr. Peet and his Associates. We have received from New York, the following account of certain recent proceedings in the Institution for the Deaf and Dumb, in that city; and we gladly publish it, as serving to show that our profession, laborious and often discouraging as it certainly is, may have also its "sunny side."

INSTITUTION FOR THE DEAF AND DUMB,
NEW YORK, March 2d, 1853.

MR. EDITOR:

The loftiest enterprise, without now and then a glimpse of the by-play, is but a high and cold object for contemplation; and we well remember in history, how a transient ray from private life has lent genial vitality to the whole visage of national doings; and, Mr. Editor, such institutions, as

those to whose interests your periodical is devoted, would doubtless be found—and that too without reaching the last analysis—to have their share of the social element.

There is a life that stays at home, and a life made to be seen abroad; a life upon which the eye of the world rightfully looks, and a life that requires an invitation. Your Editors' Tables, it is said, are always "set," and variety is the spice of more than life in general, and a short account of an entertainment, though more enjoyed in the fact than can be dreamed of in the description, may not be unwelcome.

The Instructors in the New York Institution, not long ago, presented Dr. Peet with an elegant copy of Johnston's Physical Atlas of Natural Phenomena, as a testimonial of their affectionate regard and high esteem.

The two following letters are the correspondence connected with this presentation.

INSTITUTION FOR THE DEAF AND DUMB,
NEW YORK, Dec. 25th, 1852.

H. P. PEET, LL. D.,
PRESIDENT, &C.:

DEAR SIR:

We, the undersigned, Teachers in the New York Institution for the Instruction of the Deaf and Dumb, beg leave to present to you the accompanying work to testify our personal regard and esteem, and our high appreciation of your long and valuable services in the cause of deaf-mute instruction, by which the interests of the deaf and dumb have been so essentially promoted, and the facilities for their education so much increased and extended.

We would also, in this manner, express our admiration of that untiring energy and devotion, which has placed this institution, over which you have so ably and for so many years presided, in the front rank of similar institutions.

We are aware, Sir, that the consciousness of having conferred great and lasting benefits upon this class of our fellow-beings, and of having done much to meliorate their condition and brighten their prospects for this life and the life to come, is the highest reward that a devoted philanthropy can de-

sire; but we trust that this evidence of the estimation in which your services are held by your co-laborers will not be unacceptable.

Very truly,

Yours, &c.,

J. VAN NOSTRAND,
THOS. GALLAUDET,
I. LEWIS PEET,
EDWARD PEET,
J. W. CONKLIN,
G. C. W. GAMAGE,
ISAAC H. BENEDICT,
WM. H. WEEKS,
C. D. HELMER,
MELANCTHON STORRS,
GEORGE B. SAFFORD,
MRS. E. C. BACON,
MISS JANE T. MEIGS,
MISS CATHARINE BLANVELT.

In reply to the above Dr. Peet addressed the following:

INSTITUTION FOR THE DEAF AND DUMB,
NEW YORK, Dec. 25th, 1852.

RESPECTED CO-LABORERS:

The gift accompanying your very kind letter of this date is highly valuable and acceptable to me, both for the great intrinsic value of the work itself, and as an evidence of your taste, and of your kind feelings toward myself personally.

The services in the cause of deaf-mute education, of which you are pleased to speak in such gratifying and encouraging terms, can not be better rewarded than by the approbation of those so eminently qualified to judge on such a point.

And I take the occasion to add, that no small part of the success of my labors in this cause is due to the cordial and most efficient coöperation of the instructors of the institution. When we recall the advances which our institution has made, and is still making in the confidence of the public, in numbers of pupils, and in all the means of usefulness and proportionately, I trust, in the value of its results, we can not doubt that "if a house divided against itself can not

stand," on the other hand, a house united in mutual kind feelings, and in enlightened and zealous endeavors to do all that can be done for the advancement of a common cause, must, with the blessing of God, prosper exceedingly.

Trusting that these cordial feelings, and this mutual emulation and endeavor to aid each other in labors for the advancement of the education and happiness here and hereafter of the deaf and dumb, may ever continue; and hoping that that class within our sphere of action may approximate to the high, moral, intellectual, and social position of those of you who are at once teachers of the deaf and dumb, and bright, living examples of the success of our institution; and that the blessing of the Most High, which has hitherto so signally crowned our labors, and of which our continued harmony of feeling and action is one of the evidences, may rest on us all, I am,

With great respect,

Your friend and fellow-laborer,

H. P. PEET.

To Mr. VAN NOSTRAND and others.

In acknowledgment of the gift, and at the same time in honor of the birth-day of the Steward of the Institution, the President gave a supper to the Instructors and a few other friends. Nearly half the company were deaf mutes, who contributed through signs and the manual alphabet their share of the intellectual part of the entertainment, and for whose gratification the substance of the speeches delivered *viva voce* was rendered into signs by one and another of those present who had the advantage of hearing.

After the viands had been fully discussed, the president rose and remarked, that it gave him sincere pleasure to greet them on this occasion, inasmuch as it afforded him the opportunity to express to them, in a more familiar manner than through the formality of a written note, his high appreciation of their kindness and their estimation of his services in the cause of deaf-mute education, as shown in the beautiful and very acceptable testimonial which they had made. It was

an omen for good, he said, that, in the history of their present relations, sentiments of peace and harmony prevailed; that they were united in feelings of friendship and good neighborhood; that no root of bitterness had sprung up to trouble them; and that so long as they should study the things that make for peace and labor from a common desire to promote the intellectual and moral well-being of those committed to their care, they might reasonably hope not only for a continuance of their present amicable relations, but for still higher results in their associated capacity.

He observed that the same remark would apply to his official relations with the board of directors. Though this body was composed of men of different political parties, and of various creeds, not a single note of discord had ever been heard to interrupt the harmony of their deliberations.

He said allusion had been made to his services. Though his heart was in the work, and he had labored with some assiduity and for a long period, the results which they were permitted to see could not be ascribed to his individual efforts, but to a wise policy on the part of the government of the institution, and the coöperation of his associates.

There would not be time, he said, nor would it become him, to speak of the improvements in the system of instruction, nor the facilities to guide and lessen the labors of the school-room. Suffice it to say, they were neither few nor unimportant. The history of the past was full of encouragement. The progress of our school has been slow, but steadily onward; and at no former period has its condition been an object of more pleasurable contemplation to its friends than now. Since the date of his connection with it, twenty-two years ago, the public provision in this state, for the education of the deaf and dumb, has been increased three hundred and twenty-five per cent.; and the number of pupils has exceeded even this ratio. Our relations with the state authorities, like those indicated by our present meeting, are happy; and though we may not indulge the hope that the heyday of prosperity will ever be unclouded, there is nothing in the vista of the future perceptible to the ken of human

sagacity, to awaken anxiety or alarm. In conclusion, he desired to remind them of the condition of ultimate success, that, "except the Lord build the house, they labor in vain that build it."

Mr. Van Nostrand followed in reply, and dwelt upon the progress of deaf-mute instruction. Place a man in the midst of a pathless forest, to extricate himself from which there is neither known point of compass, trodden way, nor available guide; where intricate mazes of woody openings serve but to increase their own entanglements, and he would wander this way and that, leaving his mark upon the unaiding trees, and by self-crossing paths seek the outward limits of the leafy chaos; like such a man, he said, were the early instructors of the deaf and dumb. The elements of a system lay in confused mass, but as yet there was none. Each teacher counting the notched trees in the course of his experience, settled his own immediate plan and left the future to itself. Thus there were wide wanderings, and constant divergings, in the universal search after order and light. But a thread was at length found running through that labyrinth. A path was opened. The daylight of order streamed in, Sir, with your "Course of Instruction."

Again, he compared the efforts of teachers long content with feeble attainments, and contracted educational notions, to the plodding life of one dwelling in a valley. To such the horizon is circumscribed and the view limited. The mountains on every side reaching to the heavens leave but a narrow belt of sky visible. But let a desire for wider range of vision seize this dweller. He begins the ascent. The first steps upward are slow and toilsome, and hardly seem to repay by a better prospect for the fatiguing labor it cost to gain them. But the nobler impulse once felt, and the grander views once beheld, leave short dispute between retrograde and advance. The cry is up—up. At every new elevation fresh beauties rise upon the enraptured sight, cultivated fields stretch away in the distance, waving their yellow glories in the sun, the visible heavens widen and expand their splendors, silvery streams meander through blooming villages, till

from the summit, the exulting climber looks over the broad and beautiful panorama of nature, where the distant city with glittering roof and spire, the majestic river blossoming white with commerce, and "Old Ocean" far away, tossing wealth and hopes on its heaving bosom, show him what a world was hid from view. So the cause of deaf-mute instruction, an impulse once given to it, rose from its small and feeble beginning—advancing to higher and nobler achievements, till it has reached its present altitude.

Mr. Van Nostrand here spoke of the establishment of a "high class" for the prosecution of higher departments of learning. It is a living proof—a tangible evidence, of the advancement of the noble enterprise. He briefly adverted to his personal relations to the President, as his instructor in the mysteries of the profession—spoke of Dr. Peet's early services in the cause, and epitomized the history of his labors. At first, doubt, difficulty and perplexity attended his efforts—cause for discouragement was not unfrequent; but a ceaseless energy and an untiring perseverance dwindled the mountains of difficulty to molehills, over which the wheels of his progress rolled with diminished jar. A liberal spirit and large views communicated breadth and depth to the whole movement. And now the natural results are before our eyes. Prosperity, enlarged success, and a well-earned high rank among kindred institutions, Mr. President, follow your worthy endeavors, and may well gratify the memory of your past labors. As deaf-mute instructors working in the same field, but with the advantage of your experience systematized, we desire to express to you our sincere gratitude. And the whole family of the deaf and dumb, for whose welfare you have expended the energy of an active life, must ever cherish in grateful remembrance your invaluable services to them.

One object of the entertainment in time yielded to the other. The anniversary of the Steward's birthday was in itself cause sufficient, to lay the later hours of the evening under contribution for wit, mirth and meriment. The Steward himself read a chapter in his autobiography, whose unique,

phrase and characteristic wit kept "Laughter holding both his sides." Did I not know the danger of a blunderer meddling with "edged tools," I might enlarge upon this very pleasant topic. But in view of the length, to which this communication upon a semi-private subject has already been drawn out, let the rest be *multum in parvo*. The guests heaped toast upon sentiment, pun upon anecdote, good-will upon congratulation, till enjoyment cried out, "Hold! enough!"

Now, Mr. Editor, you perceive that the social element with us has not died out. Under the more apparent and exposed course of things runs a sub-current, which, to those concerned at least, is not insignificant.

Yours truly,
A TEACHER.

New York State Asylum for Idiots. We copy from the *Albany Evening Journal*, the following account of a school for idiotic children, established by the State and sustained by its patronage.

"About half-way between here and Troy stands a house that used to be a famous rendezvous for races, fairs, sleighing parties, drinking and all manner of merry-making—the old "Bull's Head" Tavern. Two years ago the sign of the Bull's Head was taken down, and the place sold to the State of New York.

"If you go there now, you will find a plain, unpretending, dark-colored edifice, everything about which is kept with the most scrupulous neatness. You enter, and you find black-boards, pictures, books, dumb-bells, ladders, and other apparatus, indicating that it is either a school or a gymnasium, or both. And so it is. But there is a strange set of scholars. Boys with the vacant, lack-luster stare of confirmed lunatics. Girls with a look of senseless animal imbecility. Children on whose faces there has never been a ray of intelligence; and nearly grown-up young men and women engaged in the occupations and plays of children five or six years old. Their instructors have a watchful, care-worn look, as if they knew their charges could not be trusted to perform even the simplest avocations without constant help and guardianship. It is the State Asylum for Idiots.

“From the Annual Report of the institution just issued, we learn that there are now forty-two pupils under treatment. Applications have been made for the admission of nearly as many more, but were refused because there was no room for them.

“During the time this experiment has been in operation its results have been of the most gratifying character—far more gratifying than could have been anticipated. Three years ago it was a matter of serious doubt whether it was possible ever to educate this unfortunate class of beings, so as to be of any use to themselves or others. Now, it may be considered demonstrated beyond a doubt. By a system of gradual training, first in physical exercises, then by slow steps to simple mental exertion, they are led finally to a knowledge of duties, responsibilities, and the truths of religion.

“To use the words of the Superintendent, ‘we have taught a child to walk when we had first to awaken or cultivate a fear of falling as an incentive to any efforts on her part. We have awakened perceptions of sounds in ears where the sense of hearing resided without the use of it. We have developed perceptions of sight through eyes that had never performed their appropriate office. We have been teaching children to speak in every stage of articulation.’ Cases that three years since only promised to be hopeless, helpless burdens to their friends all their lives, have been elevated to the rank of happy, useful members of society.

“‘In almost all cases and with very few, if any exceptions, those usually called idiots, under the age of twelve or fifteen, may be so trained and instructed as to render them useful to themselves, and fitted to learn some of the ordinary trades, or to engage in agriculture. Their minds and souls can be developed so that they may become responsible beings, acquainted with their relations to their Creator and a future state, and their obligations to obey the laws and respect the rights of their fellow-citizens. In all cases, we believe, (for we have seen what has been accomplished in apparently desperate cases,) they can be made cleanly and neat in their personal habits, and enabled to enjoy the bounties of Providence and the comforts of life, and to cease being incumbrances and annoyances to the families in which they reside.’ *Second Annual Report.*

“It remains now for the State to do her share in carrying on the work so successfully commenced. It is estimated that there are in the State 2,800 idiots, of whom at least one-quarter or 700 are under fourteen years of age, and suitable subjects for instruction. The annual appropriation of \$1,000 is insufficient to meet the requirements of a school containing more than the present number of in-

mates. It is asked that accommodations be granted for one hundred pupils, and for such improvements in the buildings, increase in the number of instructors, &c., as may become necessary, from time to time. The appropriation under which the building was purchased and the Asylum put in operation, expires on the 16th of July. It will be a question for the present legislature, whether so beneficent a public charity is not worthy of being placed upon a permanent basis."

Louisiana Institution for the Deaf and Dumb. A Baton Rouge paper contains the following notice of the new institution for the deaf and dumb in Louisiana, over which Mr. Brown, formerly of Indiana, has been called to preside.

"In company with some friends, we visited for the first time, a few days since, this noble institution, destined, as we believe, to reflect lasting honor upon our State, and to be a proud monument to the enlarged benevolence and discriminating generosity of her enlightened legislature.

"We were no less deeply interested than surprised to find how very much had been done to render the existence of the deaf mute one of comparative happiness; how nearly the dreadful blank that nature failed to supply, had been filled, and the seeds of knowledge caused to germinate and finally to exhibit fruits; to see the eye flash with intelligence, the face beam with emotion, and the hands *talk* intelligibly.

"We witnessed the recitation of a class in geography and exercises in English grammar. The questions and answers were communicated both by signs and by writing. Pieces were also executed in pantomime; all of which exhibited to us a most surprising intelligence and results of the most interesting and satisfactory character.

"To the attentions of Mr. Brown, the accomplished principal, we are indebted for a pleasing and instructive visit, which we shall take pleasure in repeating.

"The plan for a building to cost \$70,000 has been drawn and been approved by the board. There has already been \$25,000 appropriated, and the same amount will be asked for this session, which we hope will be readily and cheerfully granted."

Ohio Institution for the Deaf and Dumb. The twenty-sixth annual report of this institution is before us. The Committee *ad interim* (consisting of three members of the general

Committee on Benevolent Institutions in Ohio,) in speaking of the new superintendent—Mr. Collins Stone—remark: “He has fully met the expectations of the Committee, and they have no doubt, that under his superintendence, the institution will be as ably and prosperously conducted as it has been by his predecessors.” Mr. Stone’s own report is a practical, well-written document, and were it not that we have little space to spare, we should be glad to notice it more particularly. The present number of pupils is one hundred and twenty nine. Males, sixty-five; females sixty-four.

The Superintendent is aided by seven instructors; one of whom—the Rev. John R. Keep, formerly a teacher in the New York Institution, and for some years past the pastor of a Connecticut church—has been recently engaged. He is an able man, and will add to the character and usefulness of the institution.

Pennsylvania Institution. The Directors report the present number of pupils, “seventy-eight boys, and sixty-five girls; total, one hundred and forty-three.” One death during the year. In the Appendix, the main facts in the history of the institution are given; for which we shall endeavor to find room in the next number of the ANNALS. Mr. Hutton continues at the head of the establishment, and eight instructors aid him in his work.

Removal of the New York Institution. The following paragraph from the *Commercial Advertiser* indicates that our brethren in New York are about to be driven by the pressure of population, from their old locality.

“The opening of streets through the grounds now occupied by this institution, and the increase of population in its neighborhood, have rendered its removal to more spacious accommodations and a less populous locality, desirable, if not absolutely necessary. The property of the institution having recently much increased in value, the board of directors have deemed it expedient to sell a portion to enable them to obtain a more eligible site, at a distance from the crowded parts of the city. The board entertain the hope that the proceeds of the sales when completed, will be sufficient to defray the

cost of a new site and to erect suitable buildings for the safer and more convenient arrangement of the establishment. This institution has been exceedingly fortunate in its management. Under the presidency of Dr. Peet, it has acquired the highest reputation among kindred institutions, at home and abroad, for the success which has attended its system of intellectual and moral instruction and government."

Convention of Deaf Mutes in Vermont. We have received a neatly printed pamphlet, containing the proceedings of a Convention of Deaf Mutes, lately held in Montpelier, Vt. The main object of the gathering was "the raising of more funds for the erection of a monument to the memory of Rev. THOMAS H. GALLAUDET, LL. D." Pliny O. Burnham was chosen President, and William B. Swett, Secretary. Addresses were made by Thomas Brown, John O. David, George M. Lucas and others, and appropriate resolutions were adopted. The "importance of forming a society for the intellectual, social and moral improvement of deaf mutes," was largely discussed, and a committee appointed to organize such a society.

The *Watchman and State Journal* speaks in the following commendatory terms of this convention:

"We have never witnessed, at Montpelier nor elsewhere, a convention organized and conducted with more propriety, unanimity or decorum, than was the convention at the Brick Church in this village, on Wednesday morning last, of some seventy or eighty deaf mutes, of both sexes, from different states, but principally from Vermont. They were mostly of those in the meridian of life, intelligent, and educated at the Asylum for the Deaf and Dumb, at Hartford, Conn., when the loved and lamented Gallaudet presided over that excellent institution. The objects of the convention were mutual improvement and the raising of funds for the erection of a monument to the memory of their much loved teacher. The proceedings were extremely interesting to themselves, and quite as much so to the inhabitants of our village, who witnessed the silent communication of ideas by signs, and partook of the spirit of devotion as prayer was offered to Him who hears the *thoughts* of the sincere heart as readily when conveyed by signs as when uttered by the tongue."

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JAMES EDWARD MEYSTRE.

BY ISAAC LEWIS PEET.

[The following paper was read at the Convention of Instructors of the Deaf and Dumb, held in Hartford two years ago, and was published in the proceedings of that body. Having already given in the ANNALS, sketches of the two deaf, dumb and blind girls, Julia Brace and Anna Temmermans, and the boy, James Mitchell; and wishing to make our record of this class of persons as complete as possible; we reproduce Mr. Peet's translation of Mr. Hirzel's pamphlet in our present number. Want of space, however, compels us to omit a few pages; those which have seemed to us of least importance; the places of omission being designated, in the usual way, by asterisks. In his introductory and explanatory note, Mr. Peet says, "It was my good fortune, during a recent tour in Europe, to stop at the interesting village of Lausanne, in Switzerland. As one of the principal objects of attraction, I visited the Institution for the Blind, under the direction of Mr. Henri Hirzel, a gentleman who will be favorably recollected, as having taken a somewhat prominent part at the Convention of the Instructors of the Deaf and Dumb, held in New York a year since. The Institution, over which he presides, is a remarkably neat and elegant building, situated on a high elevation of ground known as "*The Signal*," and commanding a fine view of the Lake of Geneva, at a point where its placid waters lie embosomed amid some of the most picturesque cliffs of Switzerland and Savoy. He received us with enthusiasm, conducted us through every portion of his establishment, and gave us the best facilities for judging of the attainments of his pupils. A portion of the building is devoted to the purposes of an eye infirmary, the remainder, to the accommodation of those who, enshrouded in irremediable physical darkness, may yet have the light of knowl-

edge poured upon their minds. In the instruction of the blind, Mr. Hirzel has evidently brought an enlightened philosophy to his aid, while his mechanical contrivances for aiding them in writing and printing, surpassed anything we saw even in Paris. The best evidence, however, of genius on his part, was his success in the instruction of a deaf, dumb and blind young man, named James Edward Meystre, to whom he introduced us. By means of the manual alphabet of the Abbé de l'Epée, Mr. Hirzel informed him that we were from America, that my father was at the head of the Institution for the Deaf and Dumb in New York, and that three of our company were deaf and dumb like himself. What was our surprise when this blind deaf mute repeated in quite a distinct tone of voice, what his teacher had told him, and then with a little apparatus, prepared for the purpose, stamped it on paper! As his teacher communicated it to him, he turned to us with a smile of pleasure and welcomed us, saying by signs that he understood. At the word America, he pointed to his teacher and made signs for sailing over the waves. We were also quite gratified in looking over some of his independent compositions. We afterward saw him in the work-shop at his turning lathe, chiseling with remarkable skill and exactness. A number of articles made by him, beautifully executed, were exhibited in a case. They would have been creditable to any workman. As we left, Mr. Hirzel presented me with a pamphlet in which he had traced the particulars of his intellectual development. As this case is, in many respects, very remarkable, and is probably unknown to American teachers of the deaf and dumb, I have prepared the following literal translation of Mr. Hirzel's pamphlet, as perhaps the only means of bringing it before their notice."—EDITOR.]

Some time previous to the establishment of the Asylum for the Blind in Lausanne, I heard of an unfortunate accident which had deprived of sight a deaf-mute child, whose parents resided in this city. It was not, however, till about three years later that I first visited this unfortunate being. One summer evening, I found him seated before his door, by the side of his mother, who is, so to speak, always gasping under the weight of affliction, for she has yet another deaf-mute son, and is in other respects in difficult circumstances. This woman besought me to interest myself in her poor Edward, and he himself expressed to me that his mother would take him to the house for the blind when the masons should have finished the walls; that there he would be taught concerning pretty things; that he would then often eat meat, cake, etc.

The admission of this young man not being practicable immediately on the opening of the Asylum, the mother, ever exceedingly anxious for her child, believed that we were unwilling to receive him, and set herself to pleading his cause with an eloquence which only maternal love could inspire in

a woman without education. In this extremity, she came to me one day, and seeing that I still postponed the time of her son's entrance, she took him by the hand and cried out in a tone of despair: "Yes, I see how it is: every thing is done for others; but to the poorest of the poor, the heart is closed."

The Committee had anticipated this appeal by sending the conditions of admission to Meystre's commune. The municipality replied, through the pastor, that until that time the commune had given the mother of this poor young man, thirty-six francs a year to aid in supporting him, and that henceforward it was prepared by withdrawing these thirty-six francs from the mother, to give forty francs a year to the Asylum for the Blind, for the maintenance of the poor young man. As our establishment had as yet no resources, the Committee, persuaded that the State would agree to pay a sum equal to that which the municipality in question had just offered us, besought it to make application for that to the government, which was already benefactor of two other pupils. On the 5th of February, 1845, the pastor gave us the following reply: "It is my duty to let you know that the commune of Thierrens has decided not to make application to the State for aid in behalf of the poor child Meystre, who is deaf, dumb and blind, and not to favor any more his admission into the Asylum for the Blind. This commune fears, that the child, once away from his mother's house, she will disengage herself entirely of him, and be willing to do nothing more for him, leaving him entirely to the care of the commune. The municipality of Thierrens prefers to give some thing additional to the mother, and have her keep the child with her, seeing that he will be equally able to learn nothing in the Asylum. I give simply the answer as it has been communicated to me." We then understood that we needed facts to convince others, and the Committee admitted this young man at the expense of the establishment, hoping to obtain some results.

The Meystre family, originally from Thierrens, has long resided at Lausanne, where James Edward, the youngest of

five children, was born the twenty-fifth of November, 1826: his oldest brother is a deaf mute from birth. At the age of eleven months, when Edward began to lisp the words papa and mama, he was attacked with the small-pox. His eyes, at first threatened by this malady, were preserved; but he lost hearing, and as a consequence, speech. Residing in the neighborhood of an infant school, the mother, in order to *bring him under subjection*, as she expressed herself, sent him there at the age of two years, and he attended it until the period when a second catastrophe again changed the circumstances of his existence.

It was the tenth of January, 1834. The clock was striking twelve, M., when the child, with a piece of bread in his hand, left his mother, to rejoin, in a neighboring house, the companions with whom he had been playing a few moments before. The proprietor of the house, his maternal uncle, was a carpenter, who had often lost wood through theft. A large watch dog having disappeared, he had loaded a fowling piece with a light charge of small shot, and deposited it in a little room where his sons, the one a lad of eleven years and the other younger, had been sent by their mother a little before the accident. The elder took the gun and directed it toward the door, which at this moment opened. The gun was discharged, and the young deaf mute entering received, at the distance of three or four paces, the entire contents in his person. His eyes were destroyed! The three children stood immovable. The mother, overwhelmed by this intelligence, and detained by her family, could not see her son till twenty-four hours afterward. When she came, he recognized her immediately, and entreated her not to leave him more, adding that *it was always night*. This change in the circumstances of his existence, produced a momentary confusion in his ideas concerning the succession of day and night. Previously accustomed to retire at twilight and rise at the dawn, he was awake at night and slept during the day, and it was not till the end of six or seven weeks that he recovered his original habits. Incensed by his recollections, he wished to have his cousin punished with death. When some one,

in order to calm him, informed him that his cousin was already buried, he insisted on being conducted to the cemetery, that he might be shown his tomb. The mother, who could refuse him nothing except an impossibility, consented to his request, and conducted him near a new grave, where he satisfied his vengeance by stamping with a foot hardly yet firm, upon the stranger's tomb. A year afterward she presented this relation to him. Edward recognized him, and leaped for joy. He does not now allude, of his own accord, to the cause of his blindness, but when his attention is directed to it, his figure expresses resignation rather than sadness. Before tracing the history of this event, I induced him to relate it to me himself. He then placed himself behind a door, depicted all the circumstances of the accident, and showed me how his head had swollen. After a pause of an instant, he said to me that he also had had two eyes and that it was very agreeable to see. He then turned pale, I interrupted him in his reflections, by directing his thoughts to the author of his misfortune, and he testified to me the pleasure he would have in taking him by the hand. His heart was evidently free from all rancor.

Edward Meystre therefore became blind at the age of seven years. Before this period he passed a portion of each day in the shop of his father, who was a carpenter. After he had lost his sight, this place was still his refuge, but only for a short time, for so soon as 1836, only two years after the accident, the father abandoned his business, and the child was deprived of a valuable resource. Thenceforward, thrown entirely upon himself, he occupied his time, at home, with some joiners' tools, which his mother had laid by for him, and by degrees he made certain rude articles, such as mouse traps, benches, &c. The mother has assured me that no mechanical instruction was given to her son, and that he was guided entirely by his recollections. The articles which he made, moreover, bear upon themselves the impress of this entire neglect from others. When he had become more vigorous, he went from time to time to saw wood at the houses of the neighbors, who, in return, gave him food. It was thus

that I saw him occupied one day. He presented me his hands to show me how they suffered from this work, and I was painfully impressed with the thought that the sole sense which remained to serve his intellectual development, should receive such serious injury, through the necessities of life.

At length, on the tenth of June, 1845, at the age of eighteen years and a half, Meystre entered our establishment as a pupil. He had no difficulty in making himself familiar with his new situation, and was able to find his way about the house alone at the end of a few days. The character of the deaf mute decidedly predominates in this young man; we might even say that it masters blindness.* All his movements are free and decided, whilst those of the blind are in general embarrassed and uncertain. He retains not the least gleaming of light, and his auditive perception is entirely wanting in the right ear; with the left he is able vaguely to distinguish a very loud noise, or a very sharp sound. I have, however, made the experiment several times of discharging percussion caps, at two paces' distance, but in the open air, without his perceiving it at all.

His touch is sure; but blunted by an employment which hardens the skin, it has not the delicacy which we observe in most of the blind. His sense of smell, though sufficiently acute, offers nothing worthy of remark. Such is the man whose education is about to occupy our attention. Some of the following details will bring to mind Laura Bridgman, the young deaf, dumb and blind girl, educated by Dr. Howe, at Boston, in the United States.

Every mother who teaches her child to talk, shows him objects and names them. This, the sole rational method, is the only one applicable here. But in the study of any language whatever, there is always an intermedium between the object and the senses, and when there remains nothing except the touch for the development of the individual, this intermedium must necessarily be palpable. The instrument

* This distinctive trait in Meystre, proves at what age in life a man receives the most enduring influences.

employed with Meystre was a common alphabet in relief. The fact that the letters were movable, facilitated the comparison of the word with the object. Starting always from the known, I made him first touch a file, then the word *file*, and thus conducted his hand alternately from the object to the name, and from the name to the object. After having taken the word to pieces, I gave Meystre to understand that, to reconstruct it, the characters should be placed in a certain order. When he had seized my explanation, I closed this exercise and resumed it the next day. He had forgotten the order of the letters, a circumstance which often occurred in these first attempts. A slow progress was then necessary. To sustain the interest of the pupil, I took another alphabet exactly like the preceding but smaller, and thus showed him that it was necessary to pay attention to the form of the letters and not their size. Finally, I submitted to his touch some blocks in the form of parallelopipeds, on the base of each of which was a raised letter, by means of which he learned to write the word *file*. Relief upon paper became, in its turn, a new point of comparison with the object. But this variety was not sufficient to captivate longer this young man's attention; he grew weary of an occupation of whose object he was ignorant. At the fourth lesson I presented him with a saw at the same time with the word. He examined them at first with a feverish attention, then his whole person became animated: almost beside himself, he showed me that these letters signified a saw and the first a file. The impression which this discovery made upon his mind, agitated him for several days. From this moment, Meystre took his lessons with pleasure, and began little by little to ask, of his own accord, the names of the things which interested him. As soon as he knew several names, he was required to seek by himself the characters in the cases. Struck with the frequent recurrence of certain characters, he remarked their location, and in this way became familiar with the order of the alphabet. I then taught him the manual alphabet of the Abbé de l'Épée, and he was soon able to use it with ease. He often made an arbitrary arrangement

of letters, and jocosely asked if he had found the name of any object. Such is the result we obtained in the space of three weeks.

The observations to which the pupil was led by these simple exercises were to him events, and his moral being felt the influence thereof. The method which I followed was dictated to me by the force of circumstances, and rests on the same principle with that of the venerable father Girard. Thus, in teaching, as in the sciences, anomalies can open new paths.

Meystre being occupied in his lessons but one or two hours daily, the greater part of his time could be employed in manual labor; so, when he expressed a desire to learn the trade of a turner, we made the experiment, the success of which surpassed our expectation.

* * * * *

It remained to determine what was the best plan to pursue from this moment; but in every case the study of speech was to become, if I may so express myself, the regulator of the movement. Considering the age of Meystre, I resolved to conduct him rapidly to abstraction, to introduce him within a new horizon, before checking him with the details of grammar. A few words will give a complete resumé of this progress. When he had been taught the regimen of such phrases as these: *The mason builds walls; the baker makes bread*, etc., I passed by degrees to the different parts of speech; at first to prepositions and personal pronouns, then to adverbs, and lastly to conjunctions. In this undertaking I was more than ever convinced of the importance of a selection of examples, a point which can not be regarded with too much attention in elementary education, because definitions are not yet within the capacity of the child. The following is the method I adopted in explaining to Meystre the adverbs *to-day, yesterday, to-morrow*. One day I made him work a little longer than usual; in the evening, he brought me three little spheres; I then said to him, that he had made them between the rising and the setting of the sun, and taught him the adverb *to-day*; he pronounced the

sentence : *I have made three balls to-day.* The next day he was occupied with the same employment ; but having worked a less amount of time, he brought in the evening only two spheres. To the question : *How many balls have you made to-day ?* he replied with the sentence learned the day before : *I have made three balls to-day.* On reflection, he comprehended the contradiction, and was not slow in seizing the true sense of the words *to-day* and *yesterday*. Finally, I made him understand, that after having slept, he should turn some boxes, and he learned the word *to-morrow*. I afterward explained to him that *yesterday*, *to-day* and *to-morrow*, signified the same thing, with this difference, that between *yesterday* and *to day* he had slept, and that between *to-day* and *to-morrow* he had not yet slept, but would sleep. The words *morning*, *noon* and *evening*, were more easily explained : the first as the expression of the moment when the sun rises and makes himself felt ; the second when the heat has attained its highest degree ; the third when it diminishes. The employment of the adjective as predicate presented, on account of the auxiliaries, a new kind of difficulties ; but these, once overcome, were so, for all similar cases. I at first composed this phrase : *Edward isblind*, making of the auxiliary and adjective a single word ; *isblind* (is blind.) I then wrote them separately, telling him that these two words expressed only a single idea, but that it was customary to write them apart. The same exercises were repeated with the words *deaf* and *dumb*, and on my substituting afterward the first person for the third, he understood and pronounced the sentence : *I am blind and deaf and dumb.* Seeing him at this moment, any one would have said that this truth, issuing from his mouth, was become still more a *truth*.

The winter had passed and spring (1846) appeared. I then made Meystre touch the buds, the leaves and the flowers. I said to him, in substance, that it had been cold, and that, for a long period, the snow had covered the fields and the trees ; that then the sun had become warmer each day, had transformed the snow into water, had caused the leaves, the flowers and the plants to put forth, and that all this was called

by one word, *spring*. I then made the application of it in the sentence: *The leaves put forth in the spring*. He clapped his hands and jumped up and down for joy at having *a single word for so many things*; then calming himself, his person exhibited an indefinable expression, as if he had penetrated further into nature, and we clasped hands. It would be difficult to conceive of such joy without being a witness to it. In his demonstrations Meystre constructed the sentence: *In the spring the leaves put forth*.

Here commenced a new phase in the development of this young man; but to form a just idea of it, it is necessary to know certain points in his conduct which had previously transpired. We allude to the faults into which Meystre fell several times. If we mark them, it is to draw instruction from them: to omit them, would be to lose from this article its principal value.

Four months after his entrance into the Asylum, Meystre secretly took from us a piece of five batz; he denied it at first with some degree of assurance, but circumstances having betrayed him, he avowed the theft and excused himself by saying that it was not worth the trouble of speaking of it. I took from him his knife and the cigars which he had in his pocket, and shut him up in a room where I could observe him. Meystre immediately sought to go out by the window; but being prevented by the iron net-work, he returned to the door with the intention of forcing it. Finding that it resisted his efforts, he attempted, by means of a nail, to tamper with the lock. New deception! He exerted all his energy in pushing back the bolt which, probably in a bad condition, yielded to his perseverance. Once free, he directed himself to his workshop, furnished himself with cigars and matches, and returned to his prison. When questioned on this act, he protested that he had not gone out. The cigars testifying against him, he replied that the door opened of itself. At last he acknowledged the truth. When I wished to shut him up elsewhere, he opposed it, threw himself upon me with fury, and pushed me back. I kept him under lock and key until he was better disposed, and from that time he has not stolen.

Long before the end of the year 1845, Meystre began to have his thoughts occupied with the first day of the year, which he designated as a man the top of whose head was furnished with horns. This singularity is explained by his recollections of infancy: he relates that when he was yet a little boy, he saw on this day masked persons running up and down the city with horns on their heads, and that the night was passed in eating and drinking. The nearer this moment approached, the more his agitation increased: all his thoughts were concentrated on this subject, and nothing, absolutely nothing, could turn them from it. To see a man subjugated to this degree by mere matters of sense is frightful, and never did this unfortunate young man inspire us with so much pity as at that period. The following anecdote will finish this picture. On New Year's day, his mother sent for him, and brought him back herself, at nightfall: some minutes afterward I missed him, though the gates of the enclosure were shut. For four hours, I sought for him in vain throughout the city, and it was not till between ten and eleven o'clock that he was brought back to us, and then under the influence of wine. Some young people had met him in the street, and conducted him to an inn. The next day when I asked him wherefore and how he had gone out, he replied that not having found his companions immediately, he felt dull, and took advantage of an open door to go out. But an unexpected circumstance aided in disclosing the truth: a rent in his garments excited suspicion as to the place where he had probably passed out. Being interrogated anew, he acknowledged having escaped by climbing over the fence, (which with the wall it surmounted was eight feet high;) and that one of the pickets had caused the accident. He had gone off without a guide to the distance of five or six hundred paces. Far from being grieved at his conduct, he showed himself decidedly untractable, and although shut up the whole day, he was quite as rebellious in the evening as in the morning. This obstinacy appeared to me too certain a presage of a relapse, and the danger Meystre ran in going out alone was too imminent for me not to repress the first

outbreaks of this spirit of independence. In order to decide a crisis in the character of this young man, I resolved to have recourse to extreme means. After having recalled to his mind his conduct on the evening before, and his falsehoods during the day, and expressed the sorrow he had occasioned me, I inflicted corporeal punishment upon him. This measure might, however, have appeared the more dangerous, inasmuch as he had said to me a short time before, that to strike a man was an unworthy action; but in my determination, I had counted on his consciousness of guilt, and the issue justified my anticipations. If, in the cause of truth, I now ask myself, could not the same result have been obtained by milder means? I found myself unable to reply. I acknowledge, however, that the possible abuse of this kind of correction in education makes me detest it.

Meystre soon committed a new fault. One evening, I saw him walking before the cellar where some one was occupied in looking after the wine. I asked him if he had drunk any, and although he had received a glass of it from the housekeeper, his reply was in the negative. After some persistence, he acknowledged the act, saying that he had only accepted an offer, and consequently it was the housekeeper who should be chided, not he. Meystre's tendency to falsification began to give me much inquietude, and I postponed the punishment till the next day. Then, explaining to him that an honest man does not utter falsehoods, I made him write and pronounce the word *lie*. I then shut him up, placing this word in his hand. He examined it several times and appeared to reflect. An hour after, when I returned to the room where he was, I found him much afflicted. I had not as yet, however, any positive proof that he had grasped the meaning of the word; but, a few days later, he applied it in a manner which left me in no doubt with respect to it. His companions having one evening told him, as he retired, that a great quantity of snow had fallen, he wished the next day to convince himself of the fact, and as it had melted during the night, he said to them with an animated voice: *Lie, no snow.*

Facts authorize us in saying that Meystre's principal fault was plucked up by the root as soon as he knew the name, and this result determined me to defer no longer the introduction of religious ideas, although till then carefully avoided in his lessons. The following facts will give an idea of the religious development he had attained before I occupied myself with the matter. At his entrance into our establishment, the prayers of the blind children excited his mirth; but a single admonition sufficed to make him change countenance. Our young blind pupils with whom he easily learned to converse, relate that he often asked them questions concerning the prayer, and that, among others, one evening finding them with their hands clasped, he asked them if they were speaking to the sun. The one whom he addressed, replied that they were speaking to some one like a man, who lived far on high. After a moment's reflection the deaf mute informed himself whether it was necessary to cry very loudly in order to be heard. After reflecting again, he inquired if this being similar to men was also mortal like them. We have often had occasion to observe with what respect he was imbued for the sun, on account of its agreeable and beneficent heat, and he expressed his gratitude by saying that no one should ever shake his fist against this heavenly body.

We also found in Meystre the idea of the resurrection, without knowing how he obtained it. It is supposable, however, that it was communicated to him by his mother. I will here make an extract of a note from my journal on this subject. "On the seventh of February, (1846,) we took advantage of the fine weather to take a walk in a cemetery near the asylum. As I passed a grave stone with Meystre I made him touch it. Hardly had his hand come in contact with the stone, than he recoiled as if struck with an electric shock, at the same time showing that a man had been buried there who would rise again and go up to the sky. At the same time his whole person became radiant with animation, and a heavenly brightness passed over him. A minute afterward he set himself to examining the epitaph carved upon it. With a joy beyond all expression he attempted to decipher

it, and succeeded in reading these words: *Here rests Julia*, of which he pronounced the first and the last. After I had explained to him the word *rest*, he said that the word *Julius* was not written with *ia* at the end, and that he did not know what this meant. To understand these observations, it is necessary to know that one of our blind pupils is called Julius, a name he had already learned to pronounce, but the feminine of which he did not know."

We have now come to that period where religious and moral ideas were associated with instruction in language. The idea of God was the object of the first step. To arrive at it I chose these sentences: *Who made that bread? Of what is the bread made? Who made the flour? Whence came the grain? Who made the wheat to grow?* Meystre replied: *The sun. Who made the sun?* Seeing him perplexed by this last question, I disclosed to him the author of all things, designating him as the being to whom men address their prayers. The joy diffused over his person was a mixture of reverence and emotion. The profound impression which he had just received was without doubt that of boundless satisfaction at having learned the name of him whom man adores, and at knowing him as the creator of the sun. He found it so natural that every thing should have an author, that he was less surprised at the power of God than at the impotence of the miller who could not make the grain, and compared the latter to a man whose hands had been cut off, adding that they had been arrested in their work.

* * * * *

We will now resume the thread of our narrative. Meystre has been in our house eighteen months. During this interval, his mechanical talents have been developed in a remarkable manner. He is able to turn fire-screens, salt-cellar, boxes, balls, cases, etc., with the taste and exactness of a good workman who can see, and no one leaves him without admiring his skill. He demands of others the same care and the same perfection, and when, for example, the young blind pupils lay the ground work of straw matting obliquely, Meystre ironically observes to them, that they understand

nothing of the level. The habits of order and propriety which distinguish him might serve as a model. The proceeds of his manual labor, at shop prices, would, at present, meet about the third part of the expense of his maintenance.

In respect to language, Meystre is on the point of endeavoring to construct sentences, and his attempts are generally very logical. Thus, instead of saying; *Nous écrivons*. (we write,) he says; *Nou plumons*, (we pen,) and *Vous mensongez*, (you falsehood,) for *vous mentez*, (you tell a falsehood or you lie.) He comprehends the difference between pronunciation in a *low* voice and any other, and I take advantage of it not to fatigue his lungs too much. His articulation is sufficiently distinct to enable even persons who are not accustomed to it, to follow it. In order to increase his means of communication, we have taught him the manuscript alphabet; we trace the letters with his finger on the palm of his hand, or on the table, making him pronounce them at the same time. The speech of the deaf mute serves here to mark the operation. The use which this deaf mute has learned to make of articulation, shows of what value it is to him. One evening, when he retired, he said to us: *Sleep well*. On my inquiring of whom he had learned this sentence, Meystre referred me to a young domestic. Surprised, I interrogated her on the subject, and she told me that Meystre frequently met her as he passed about the house, and stopped her from time to time, to enter into conversation. As she did not understand him, he seized her hand, pronounced letters, and taught her to make the corresponding signs of the manual alphabet. Thus the blind deaf mute instructed this girl in dactylogy. Initiated in this language, she in her turn taught new words and new phrases to her master.

The change in Meystre's existence, though so complete, has not altered the affection he entertained for his family, especially to his mother and his deaf-mute brother, of whom he speaks often. The latter also expresses great satisfaction that Edward is receiving an education, and during a visit which he made him, he wrote these words to me: *My brother is very feeble in mind, but he makes progress*.

Among the numerous incidents which characterize the development of this young man, there is one which especially testifies to the power which one idea, responding to the wants of human nature, can exercise over a heart simple and exempt from vice. About a year after the theft committed by Meystre, a blind boy took some batz from one of his companions. Questioned in his turn, Edward said, with a solemn air, that he was innocent; that this consciousness rendered him happy, and that he would not steal more because that God knew his thoughts. In his agitation he went out as if to reflect, returned in a few minutes, addressed himself to the guilty boy, related to him the theft, and asked him if he was not the author of it. Struck with the hesitation with which he replied, he questioned him anew, and in so earnest a manner, at the same time exclaiming *Lie, God*, that the young blind boy in his embarrassment pushed him back and betrayed himself by this roughness of manner.

Such a pupil reacts necessarily on the master who instructs him; and as, in this instruction, ideas take so positive a character, the master is led in like manner to render an account to himself of the definite object he proposes to attain. Many have asked me what this object is. This question suggests another: Why are we here below? Is not the world a visible thought, and should it not be in accordance with this thought that ours should be developed, in order that we may be able to comprehend another creation, that which is summed up in Jesus Christ? To explore with Meystre the truths of the Gospel is a work, the result of which I abstain from prejudging.

ON THE CURE OF DEAFNESS.

LETTER OF DR. MENIERE.

[The Imperial Academy of Medicine at Paris, having been requested by the Minister of the Interior, to give its opinion of a work on the *Possibility of Curing Deafness*, by Dr. Blanchet, referred the matter to a committee of its members. On the 12th of April last, Prof. Piorry reported, in behalf of this committee, the result of its investigations. In the course of the discussion which followed, a letter from Dr. Menière to the President of the Academy, was read by the Secretary, Mr. Dubois. This letter appears in the *Moniteur*, the "official journal of the French Empire," of May 5th; for a copy of which paper we are indebted to a friend in Paris. At our request, Mr. Clerc has translated Dr. Menière's letter, which, we trust, will be found worthy of the place it occupies in the ANNALS. It will be seen that Dr. M. adds his testimony to that of other persons who have carefully studied the subject, in regard to the ill success which has hitherto attended all efforts for the permanent cure of the deaf. EDITOR.]

Mr. President :

MY title of physician to the Institution of the Deaf and Dumb, perhaps, demands that I should not remain a mere spectator of the debate which is now agitating the Academy; but the respect due to propriety has hitherto prevented me from breaking silence; as I wished to leave to your illustrious body itself, the care of answering the official questions. Though this feeling of deference for the initiative of the Academy, was not relished by everybody, still I should have remained silent in the apprehension that my interference might have been attributed to personal interests. But several honorable members of the Academy having appeared astonished at my silence, and not having appreciated the reasons which I gave for it, I can no longer remain indifferent. Permit me, therefore, Mr. President, to furnish to the judges of this question, the tribute of the observations which I have been able to collect in my particular position. I needed this encouragement, and I beg the Academy to grant me a few minutes of kind attention.

Fifteen years spent in the Institution for the Deaf and Dumb at Paris; a visit (not official, it is true) to most of

the establishments of this description which exist in France, Italy, Spain, Switzerland, England and Germany; an attentive study of the best works published on deaf-mutism; the habitual intercourse which I have had with the most competent men on this matter; the examination of a great number of deaf and dumb persons, both children and adults, belonging to all classes of society; perhaps authorize me to form an opinion of this kind of infirmity, whether congenital or accidental, of the consequences which it draws along, and finally, of the possibility of its being cured. Such an opinion, I solicit the favor of expressing in a few words.

We are generally apt, in the proud sense of our own perfections, to pity those who do not possess them as fully as we do. The pity which the deaf and dumb inspire, takes its source in a tacit comparison; few of them, however, are disposed to accept it, and among the more instructed and more intelligent, many are found who entirely reject that sympathy, the motive of which wounds their feelings. The deaf and dumb think themselves our equals in everything; the resources which they believe they possess, to communicate among themselves, and with those who speak, are, in their opinion, sufficient for them, nor do they think themselves much to be pitied, because they do not hear what we say. It is an illusion in which it would, perhaps, be generous to leave them.

Whatever it may be, deaf-mutism is very truly an infirmity, as it is an organic imperfection which places those who are afflicted with it, in a state of inferiority to those who hear; it is then indispensable to resort to science in order to repair a misfortune more or less grievous to the person whom it has befallen. But what is to be done? Can we cure such defects, or if not, can we improve the sense of hearing to such a point as to render conversation possible? If we could resolve this problem, it would indeed be a great benefit, and statues should be erected to the honor of the successful inventor of a method capable of restoring the unfortunate deaf and dumb to their normal conditions. Nobody, certainly, need to despair of the future; it is not in a

century like ours, in which the wonders of science are every day discovered, that we should renounce the hope of rendering so great service to humanity, but we must acknowledge that, hitherto, all attempts have failed.

My position at the Paris Institution has procured me the advantage of seeing the operations of a certain number of pretended *curers of deaf-mutism*. An English physician, patronized by two members of the Academy, tried, in my presence, the experiment of distilled water, containing, according to all appearance, a preparation of *aconite*. He added to this specific, mechanical excitations of the ear, a gymnastic of hearing, to the great admiration of many spectators, who wondered at the auditive shaking caused by these excitations: but the deaf and dumb children submitted to these experiments, have not ceased to figure among the number of the pupils of the Institution, in spite of the promises of the operator, who was to open to them the doors of the speaking and hearing world.

Another personage having obtained the honor of a commission from certain members of the Academy of Sciences, practiced for a month, and under my eyes, certain operations destined to awaken the sensibilities of the ear of ten deaf and dumb persons taken from among the pupils of the Paris Institution. I took notice not only of the feats and gestures of that personage, but also of the results obtained at the close of each sitting. This series of proceedings, the most circumstantial, and the most exact, served as a basis to the labor of the learned reporter, and it has been demonstrated, in the most evident manner, that this enthusiastic *curer* did not produce any change at all in the situation of the deaf and dumb who had been intrusted to him.

Another, still bolder, (it was nothing but self-confidence,) durst apply the crown of his trepan to the skull of a young girl who is now among the pupils of our Institution. By that opening, the child was to perceive the sounds; the child was to hear. But the child does not hear at all, or at least, it is still deaf and dumb, and we do all we can to protect its head against the exterior shocks which might easily kill it.

Has the actual attempt on the value of which the academy is now called to pronounce, attained the object? Has an experiment which dates from the end of 1847 and which was pursued with singular perseverance, finally given satisfactory results?

Does it ensue that because some partially deaf and dumb persons succeeded in perceiving certain sounds, these poor children cease to belong to the category of individuals who can communicate with the hearing only by means of artificial methods? When, with the aid of an *acoumeter*, we learn what number of vibrations is wanted to shake less the ear than the skull of a deaf and dumb person, ought we to conclude thereby that the articulated voice, or the musical word, so delicate, so intellectual, will be perceived by an organ weakened, vicious or dead?

It suffices to have studied these little prodigies, to be convinced that the *speaking* deaf and dumb do not hear, but speak by seeing. Those who have no interest to feign, ingenuously acknowledge that the hand placed before the mouth of their interlocutor, breaks, in an instant, all communication with him, so that it is always the eye which substitutes itself for the ear, and causes to the ignorant spectator, the simple or silly astonishment, the explosion of which soon takes place.

I might say more on the subject of these medical illusions. The love of science and humanity is not always the noble object a man proposes to obtain. In resorting to this insatiable desire for curing, which broods in the heart of the parents of the deaf and dumb child, we find ourselves in the presence of an active credulity. Magnetizers, somnambulists, homeopathics, empiricists of every kind, are eager for this work; the promised, as well as the hoped for benefit, will make us wait long; it will not arrive; but if the child is intelligent; if its partial deafness permits it to utter some words; if its rapid eye learns to read on the lips of the speaking person, there is enough to satisfy the less exacting, and the curers record a new triumph.

Will the rigid appreciator of facts of this kind, be con-

tented with such success? Will the Academy of Medicine grant its high sanction to such results as these? We are permitted to doubt it, so much the more because, as said the Hon. Mr. Gueneau de Mussy, with so much force, "the means employed to cure the deaf and dumb, have nothing new, nothing special." What matters it? The sonorous instrument is of little importance when the only question is to awaken the sensibility of the ear. The orgue, monochord, acoumeter, do not possess specific qualities; the shaking communicated to the nerves of audition by all these agents, is a fact of uniform nature, whatever may be its point of departure, its character, &c. No one, as far as I know, has yet discovered in the vibrations of any body whatever, an occult virtue, and never will the art of making a noise for the benefit of the deaf and dumb, merit the honor of being called a *method*.

When by the couching of a cataract, or by the opening of an artificial pupil of the eye, a dexterous hand gives passage to a lucid ray, which falls upon a sensible retina, the phenomenon of vision immediately manifests itself, and very little practice is necessary for the previously blind man to take an exact knowledge of objects. Will it be the same thing when a sound reaches an auditory nerve? Will the shaking experienced by the labyrinthian apparatus, suffice to give to the brains the faculty of comprehending the word; to establish by the aid of this new communication, the intellectual relations usually existing between individuals who hear? You know, Mr. President, and the Academy is not ignorant, that Dr. Itard demonstrated, not long since, the impossibility of such a relation; nay, the absolute difference which exists between those two forms of comparison. It does not suffice to hear a little in order to hear enough; the child which, on coming into the world, has a certain weakness of hearing, is irrevocably condemned to remain in an exceptional class; he is deaf and dumb; he must by absolute necessity use artificial means, to make himself understood by other men; he is deaf and dumb; he will remain deaf and dumb; not one fact warranted by sound criticism, has yet come to protest

against this judgment ; and what has taken place in our own time, is far from supporting a contrary opinion.

Let us reserve the rights of the future. I am willing. Let us hope that, one day, the isolation of the deaf and dumb will cease ; but in the mean time, the men who live in the midst of these unfortunates, and who keep a record of acquired experience, should think of coming to the relief of those whom this infirmity assails, and seek to resolve the following problem : *A deaf and dumb person being given, to endeavor to make him the best person possible.* The question thus put in its generality, without referring to individual differences ; without adhering with charitable predilection to some scarcely privileged deaf and dumb, capable of articulating sounds and reading words on the lips ; by playing well the part imposed upon us by Providence, who welcomes all the unfortunate, and equally bestows its benefits upon them ; by following the way which is truly worthy of a human government ; we must do what is done in France ; receive all the deaf and dumb, and offer to them all the means of communication we are able to afford. Reading and writing, the alphabetical signs, the signs of convention, the articulation of sounds, reading on the lips, all these means compose the system of education put in practice in the two principal schools at Paris and Bordeaux, as well as in most of the departmental and private institutions. To be willing to confine one's self to one of these proceedings would be considered as failing of one's duty, and knowingly abandoning to radical ignorance all the children who have not much intelligence, and whose vocal organs are essentially deficient. In one word, it would be doing what is done in certain countries where, by successive eliminations, all efforts come to be reserved for those who can the best profit by them, and who, even in the absence of those efforts, would find sufficient resources to create for themselves, in some way, sufficient means of communication with their fellow-citizens.

Hitherto the public administration in France has proceeded more generously. The State has better comprehended its duty, it has admitted into the Imperial establishments all the

deaf and dumb who are not idiotic ; it has liberally tendered the most various instruction to all these unhappy children, besides a manual profession capable of insuring their subsistence ; it has supplied them with a mass of general knowledge, which places our deaf and dumb a great deal above the average obtained in the countries where an opposite method is adopted. Permit me, Mr. President, to submit to the Academy a fact of great importance in the examination of this delicate question. " .

In 1847, there was at Pforzheim in the Grand Duchy of Baden, a congress of all the teachers of the German deaf and dumb. Invitations had been addressed to the professors of the neighboring countries. Mr. Morel, now Principal of the Bordeaux Institution, attended that convention. He is familiar with the German language. He took an active part in the acts of that assembly ; and it results from the verbal proceedings collected by this honorable professor, that the French pupils generally instructed by the mimic method possess, after studying a certain number of years, more extensive knowledge than those who, by great exertions are taught to speak.

The reason of this difference is very simple. Much less time is required to learn a fact, than to express it in words ; ideas are better than words ; a child has more interest to know than to say ; intellectual furniture is a hundred times preferable to the articulation of certain sounds. Our pupils in the Paris Institution know a great deal more than they can express ; in a word, ours think much while theirs endeavor to say a little.

Such is the summary of a conference in which the French professor had to struggle against men devoted to another system ; but the German professors have been brought by evidence to see that the method followed in France, agreed better with a majority of the deaf and dumb, and incontestably gave them a greater intellectual value, and rendered them more useful, better and more fit for the society in which they are called to live. We voluntarily acknowledge on our part, that the oral method is more satisfactory to those who live

with the deaf and dumb; but I may be permitted to say, that between two egotisms, it is but just to give the preference to that of the more interested party. The deaf and dumb, it is not to be denied, are less made for us than we for them; it becomes us who are the rich, the favored, to descend to them; we ought to take the first steps and not to impose upon them the torture of articulating with much pain a few words which they do not understand, and which they renounce as soon as they are no longer under the eyes of their masters: in one word, the deaf and dumb, whatever may be said to the contrary, form a class apart; they want artificial methods to put themselves in communication with us; we ought, therefore, to furnish them with the greatest possible number of these means of communication, and hitherto France has not failed in her duty toward her children deprived by nature of the sense of hearing.

The Paris Institution is at once a school of literary instruction and an industrial establishment. There is given to all the deaf and dumb, a practical education sufficient for the generality of pupils; and moreover various kinds of trades are taught, which class them among the active and useful members of society. But there are intellectual wants of a higher nature, and it has been felt that a more refined aliment was necessary for the most intelligent pupils. There had been for them a kind of normal school which recruited itself from among the most skillful; but the ingenious philanthropy of Dr. Itard has regulated this disposition, and has rendered it obligatory and permanent; he has, with a generous hand, endowed the *Class of Perfection*, in which, after concurrence, the most distinguished pupils of the Institution are received, and the latter soon become teachers in their turn.

Thus the Paris school endeavors to make good deaf and dumb citizens; deaf and dumb instructed, moral, laborious; deaf and dumb provided with all the means of communication with other men; they write rapidly; in the absence of pen or pencil, they have the manual alphabet; this failing, (as when speaking persons do not understand it,) they have pan-

tomime, so expressive, so clear, so rapid; finally, when no one of these means can reach the stupid mind of an ordinary speaking person, the articulation of sounds comes to the succor of both, and some phrases more or less correctly *pronounced*, remove the obstacle between the two interlocutors. If the speaking person articulates well; if he takes care to speak slowly by emphasizing all the syllables; if his mouth is well shaped; if it is not hidden by a long beard; if his face is sufficiently expressive, then the deaf and dumb man can read on his lips; and this is the last means of understanding each other. But all these conditions are not to be had as easily as can be imagined; either the one or the other, too often, is wanting, and all these advantages so laboriously acquired, are rendered useless.

Reading on the lips is an art of infinite delicacy; an exercised eye is necessary; but here, the eye is even less useful than quick and bright intelligence; a phrase must be guessed by the aid of a word hastily seized. The logical induction which leads like a dart, from a word to an idea, must be resorted to; and this is so true, that but a small number of individuals are found, who can acquire much of this marvelous faculty. Those who, hitherto, have attained the highest degree of perfection, belong to families in which everything has been done, to attain this object. These are miracles of maternal love, prodigies of patience required, and yet, these are only efficacious among children who are most fortunately endowed with intelligence.

I believe, Mr. President, and I dare hope that the Academy will also think like myself, that from the nature of these rare and exceptional cases, it is impossible to make a uniform rule of public instruction; three-fourths of the deaf and dumb, entirely so or not, submitted to this system of instruction, will not derive any real profit. These views prevail at the Paris Institution for the deaf and dumb. The State, in its active generosity, dispenses instruction to all those who can not acquire it by ordinary methods. For the deaf and dumb it establishes schools in which experienced teachers impart to those deprived by nature, all the knowledge they

need to discharge the duties of useful citizens ; it does not look for imaginary perfection ; it contents itself with meliorating evil, diminishing misfortune, and restoring to the great human family those among its children, whom ill fate has separated from it.

In conclusion, no one has ever cured deaf and dumb persons ; the possibility of this art of healing is still confined to the number of the *Desiderata*, the most uncertain of science.

The attempts renewed ever since 1847 have remained unsuccessful, and it should be so, for they differ in nothing from those which preceded them, and which had already proved abortive.

The auricular education of the deaf and dumb ought to be considered impracticable ; it can only succeed with one who has been cured of his deafness.

CHURCH FOR DEAF MUTES.

BY THE EDITOR.

IN the last number of the *ANNALS*, we gave some account of a public meeting held in New York, for the purpose of taking measures to secure the erection of a Church for Deaf Mutes. We are happy to learn that the project bids fair to succeed much sooner than some of its friends anticipated. Six thousand dollars have already been subscribed toward the building fund. Of this sum, two ladies of Boston and one lady of New York subscribed, each five hundred dollars. The proceeds of the exhibition of the pupils of the New York Institution, given by Dr. Peet, at Niblo's, amounted to seven hundred and fourteen dollars. Great interest has been expressed, on all sides, in the undertaking, and it is believed that it will be possible to commence upon the church-building next spring, at the farthest, though it is not considered unreasonable to hope that the corner-stone

may be laid this fall. None take deeper interest in the whole movement than the deaf mutes themselves. Their attendance upon divine service has been regular, and they have very generously done what they could toward defraying the necessary expenses of the Church.

A few Sundays since, the Sunday-school was started for such children of deaf-mute parents as can hear and speak, and also for all deaf-mute children too young to be sent to the institution. On Sunday afternoon, June 12th, the Right Rev. Dr. Wainwright, provisional bishop of the diocese, made an official visit to the parish, and confirmed six deaf mutes. The bishop made some very impressive and encouraging general remarks, and addressed the persons confirmed in a most feeling manner. His remarks were translated by the minister of the parish. The service was attended by a large number of ladies and gentlemen, who seemed to take great interest in what they saw and heard. The Rev. Mr. Moore, of the Church of England, was present, and expressed himself in strong terms respecting the beauty and power of our system of signs. Every benevolent heart can not but bid God-speed to this project for advancing the welfare of educated deaf mutes.

To Mr. Gallaudet himself, the success which has thus far followed his enterprise, must be a source of the highest gratification. The idea was a happy one, and the wisdom, skill and perseverance which he has shown, in the endeavor to realize it, are worthy of all praise. We have received from a lady in New York, the following beautiful and appropriate poetical lines upon the subject, for which the unknown writer receives our warmest editorial gratitude.

L I N E S

Written in behalf of St. Ann's Church for Deaf Mutes.

Yes, build for us a fane,
O friends! that may remain
A noble token of your heaven-born love;
Where, gather'd in that fold,
The wanderer may behold
The path that leads through care to bliss above.

Church for Deaf Mutes.

Where we—the silent ones,
 To whom sweet nature's tones
 Are like a seal'd book to the curious eye—
 May learn, with thankful mind,
 Those cheering truths to find,
 Whose power can draw the sting from sorrow's sigh.

Where we, who mark how greet
 Those favored friends, who meet
 With smiles of gladness and with words that cheer,
 But turn on us, perchance,
 Only the pitying glance,
 May feel that we, as they, to God are dear.

Where we, who tread each day
 Lonely and sad life's way,
 For converse yearning when all round us smile,
 May learn that He is nigh
 Whose presence can supply,
 More than a brother's love—a solace all the while.

Where, though no thrilling swell
 Of pealing organ tell
 To mortal ear the accents of our song—
 Though never through the air,
 Rejoicing angels bear
 Our supplication's sound to heaven's throng—

Yet, shall the full heart pour
 From its abounding store,
 An incense dearer than the censer's fume :
 And He, who claims as due
 The spirit's worship true,
 Shall, with His Spirit's light, the mind illumine.

Where on the infant's brow,
 With prayer and solemn vow,
 The signing mark of Christ shall be imprest;
 And o'er the bended head,
 When sacred hands are laid,
 Petitions rise that each in heaven may rest :

Where, in the holy bond,
 The pledged ones shall be joined—
 One to abide till death shall make them twain;
 And o'er the sever'd tie,
 The weeping heart and eye
 Be soothed with hope of meeting yet again.

The hungry, thirsty soul,
By faith's divine control
May feed on that blest food which satisfies :
The humble penitent
Shall feel, with glad content,
The Saviour's love will not his tears despise.

As drops of noiseless dew
The drooping plants renew,
That, withering, lie beneath the scorching ray—
Those voiceless words shall fall,
Reviving, strength'ning all
Who, wearied, bear the burden of life's day.

Then build for us a fane,
Where we, in joy or pain,
May in our language e'er show forth our praise ;
And haply future time
May wake your thankful chime,
That ye this temple fair have help'd to raise.

So on each generous breast
May choicest blessings rest,
From him who gave these words our guide to be :
" Each deed of kindness shown
To e'en the lowliest one
Of all my people, ye have shown to me."

OHIO INSTITUTION FOR DEAF AND DUMB.

BY COLLINS STONE.

THE opening of a school for deaf mutes at Hartford, in the early part of the year 1817, was a bright era in the history of this unfortunate, and hitherto neglected class in our country. The success of this school awakened the attention of the benevolent, in different sections of the land, to the number and sad condition of the deaf and dumb, and to the practicability of relieving their misfortune. The next year a school was opened in the city of New York; one in Philadelphia followed in 1821, and one in Danville,

Ky., in 1822. The institution in Ohio, incorporated in January, 1827, was the fifth in the order of time, though in one important feature, that will be noticed in the sequel, it holds a much higher position.

Previous to the provision made in this State for their instruction, very few of the deaf mutes of the State seem to have availed themselves of the advantages offered in eastern institutions. A young man by the name of Freeman Burt, from Cincinnati, entered the Hartford school in the spring of 1818, and remained there three and a half years at his own expense. Josiah Price, of Stark County, applied to the legislature, during the session of 1819–20, for aid in sending his son to Hartford. A bill was reported in his favor, upon which, however, there appears to have been no final action. A pupil from Ohio was also a member of the Philadelphia school, in 1821. These cases have an interest, as they indicate the existence of a sympathy for these children, which was soon to have a permanent manifestation.

The first movement made in the State, toward an institution for the education of deaf mutes, originated in Cincinnati, in the year 1821. In the spring of this year, an association of gentlemen was formed in that city, "for establishing a school for the instruction of the deaf and dumb in this part of the western country." The Rev. James Chute was selected as principal of the Institution, and sent to the Asylum at Hartford, to acquire the art which should qualify him for his position. Mr. Chute reached Hartford on the 17th of July, 1821. The letter introducing him to the principal of the Asylum, and stating his object, was signed by J. L. Wilson, O. Spencer, Thos. Tucker, William Burke, Samuel Johnson, W. Steel and David Root. The names of the other gentlemen who were connected with the enterprise can not now be ascertained. They deserve to be permanently recorded, as pioneers in this work of benevolence. Mr. Chute was cordially received by the officers of the Asylum, and offered every facility in the accomplishment of his mission:—a striking contrast to the reception given to Mr. Gallaudet, in England, when he visited that country for a similar pur-

pose. Mr. Chute left Hartford in the following November, after a residence there of about four months—a period much too short to acquire a practical knowledge of the system of instruction, or of the language of signs. In the December following, the association made application to the legislature for an act of incorporation, under the name of “The Western Asylum for the education of the Deaf and Dumb,” and for pecuniary aid. The application was unsuccessful, on the ground that an institution of this character, designed to meet the wants of the deaf and dumb of the State, should have a central location.

The interest thus awakened on this subject was further advanced by a letter, bearing the date of Jan. 3rd, 1822, addressed to the governor of the State, by the directors of the Philadelphia Institution for the Deaf and Dumb, which had then recently gone into operation. After stating, at length, the completeness of their arrangements in endowment, teachers, buildings, &c., the directors remark, that, in accordance with a law recently passed, “returns of the deaf and dumb have been made from the different counties of the State, and what was apprehended by some, is now reduced to a painful certainty—their number being found much greater than had been generally supposed. This, we presume, will prove to be the case in our sister States, considering how much neglect such unfortunate persons too often suffer, and the motive to concealment which their friends and parents find in their personal feelings, when there is no prospect of giving them relief.” One of the strongest obstacles to be met in starting the Hartford school, was the general impression that prevailed of the very small number of this class to be relieved;—an impression which, in all parts of the country wherever investigation was made, was soon corrected. The directors say, that they are ready to receive pupils from other States on the same terms as from their own, and go on to speak of the success and encouragement they had already attained in their efforts, as follows:

“Had you, Sir, seen our earliest pupils at the time of their admission, and could you now see them, and compare their past with their present condition, we venture to say that you

would find abundant reason for exerting your individual and official influence, to obtain the means of affording to these unhappy objects of your own State, the benefits of instruction. The translation, indeed, of one of the inferior orders of creation, to the human species, would be only in a degree more wonderful than we have in several instances witnessed in our scholars; and we may add, as a great encouragement, that thirst for further improvement, and rapidity of acquirement, after the delights of knowledge are once tasted, seem to be characteristics of the deaf and dumb. In these respects, they appear rather to have the advantage of most children blessed with the possession of all their senses."

Appended to this letter was an act that had recently been passed in New Jersey, making an annual appropriation, to be applied under the direction of the governor, for the education of the deaf and dumb of that State, "in some suitable and convenient institution." The same action was invited on the part of the Ohio legislature. This sensible and earnest appeal was not without its effect, although it did not lead to the action specified. It is well it did not; for had the legislature made provision for the education of the deaf and dumb of the State at so distant a point, it is certain that but few of the number would have been benefited. The expense of the journey and the distance it would separate them from their friends, would, in most cases, have presented insuperable obstacles to its acceptance.

In the early part of the next session, 1822-3, an Act was passed, requiring "the listers of the several townships, in each county of the State, at the time of taking the enumeration of white persons, to ascertain the number of deaf and dumb, of all ages, and to return said lists to the clerk of the Court of Common Pleas of said county." This enumeration seems to have been carefully taken, and under circumstances which would naturally secure a much greater degree of accuracy than can be credited to the ordinary census returns of the country. A minute and careful examination of any particular locality, has always shown these to be exceedingly inaccurate. Dr. Peet estimates, that one-half of the

deaf and dumb under ten years of age are entirely overlooked; and an allowance must always be made in the numbers given, for idiotic and aged persons returned as deaf and dumb. The small space over which the inquiries of each lister would extend, and the probability of his personal acquaintance with the families of the township, would naturally give greater accuracy to his results.

The population of the State in 1820, was 581,434. The proportion of one deaf mute to two thousand of the white population, which is the one usually adopted as correct in this country, would give two hundred and ninety deaf mutes in the State at that time; and the increase of population in two years would not materially vary the number. The result of the enumeration, however, was four hundred and twenty-eight deaf mutes in the State. From Athens and Hamilton counties—the latter the most populous in the State—no returns were received; while from Logan, Union and Wood counties, no deaf mutes were returned. The ages were reported as follows:

	Under 10	.	.	.	.	.	117
Over 10	" 20	.	.	.	.	.	171
" 20	" 40	.	.	.	.	.	113
" 40	.	.	.	.	.	.	27

Of the whole number, 279 are returned as poor; 66 as in middling circumstances; 72 in good; and 11 are not reported in this particular.

The way being thus prepared, a successful effort to establish an institution for the education of the deaf and dumb was made, at the legislative session of 1826-7. The Rev. James Hoge, D. D., of Columbus—a gentleman to whom, with a single exception, the deaf mutes of Ohio are more indebted than to any other individual, for his active sympathy and judicious labor and counsel—was the immediate agent in attaining this much desired object. Through the influence of Dr. Hoge, the condition of the deaf and dumb was brought to the attention of Gov. Morrow; and the result was, a strong recommendation, in his message to the legislature in the autumn of this year, to establish an insti.

tution for their benefit. The subject was referred in the House, to a select committee of three. An elaborate memorial, prepared by Dr. Hoge, and signed by a large number of prominent citizens, was presented to this committee, describing, at length, the destitute condition of the deaf and dumb—the efforts that had been made in foreign countries, and recently in our own, for their relief—and the entire success that might be attained in their education. Some statements of the memorial, with regard to the state of deaf mutes previous to instruction, and their ignorance of spiritual and moral truth, were, at the time, received even by intelligent persons, with much credulity, although observation and experience have abundantly proved their correctness. A bill for incorporating the institution was reported by the committee, which passed both Houses without serious opposition. The bill appointed a board of trustees, with the usual corporate powers—allowed them to hold property for the object specified—the annual income of which should not exceed \$30,000; and provided for the support of one pupil from each judicial circuit in the State, at an annual expense not exceeding \$100, (to be paid out of the literary fund,) and for a period not exceeding three years. It may be remarked in passing, that the time here named was generally fixed upon at first by the different institutions, as the proper period for the education of the deaf and dumb; but it was soon found to be entirely inadequate to secure the end in view, and was speedily lengthened.

Before any organization was effected under this act of incorporation, there was a movement in a different part of the State that deserves mention. It was the opening of a school for deaf mutes in the town of Tallmadge, in Summit county. The object seems to have been, to supply an immediate want, rather than to establish a permanent institution. In the family of Mr. Justus Bradley, of this town, were three daughters, who were deaf mutes. The sympathy of the citizens being excited in their behalf, it was found that there were in the neighboring townships, a number of other individuals laboring under the same misfortune—and

it was determined to commence a school for their instruction. For this purpose a board of trustees was organized, consisting of Rev. John Keys, Elizur Wright, Garry Treat, A. C. Wright, Philo Wright and Alpha Wright. The school was opened in May, 1827, under the instruction of Mr. Colonel Smith, a deaf mute, who had been for six years a pupil in the Asylum at Hartford, and was continued two years. It contained in all eleven pupils, most of whom were afterward members of the school at Columbus. It was sustained by private charity, with the exception of \$100 given it by the legislature, in 1828, toward paying the salary of the teacher. The same bill also granted \$100 for the next year, provided the school at Columbus did not previously go into operation. This last sum does not appear to have been drawn from the treasury.

The first board of trustees of the institution at Columbus, under the act of incorporation, consisted of the following gentlemen:—Rev. James Hoge, D. D., and Gustavus Swan, Esq., of Franklin county; Thomas Ewing, Esq., of Fairfield county; Rev. William Graham, of Ross county; Rev. William Burton, of Pickaway county; John James, Esq., of Champaign county; Thomas D. Webb, Esq., of Trumbull county; and Samuel Clark, Esq., of Clark county. The governor of the State was *ex-officio* president of the board, and Dr. Hoge was chosen secretary.* They met and organized on the 9th of July, and their first report to the legislature was made in the December following.

In this report, the trustees estimate that in the valley of the Mississippi, with a population of nearly 3,000,000, there are at least 1500 deaf mutes, of all ages: and in the valley of the Ohio, with a population of 2,500,000, from 1000 to 1200 of the same class. Allowing that the asylum at Danville could provide for the southern and eastern portions of this valley, the northern and western portions still remain. In these they estimate a population of 1,500,000, with 800

* Dr. Hoge continued his efficient services as secretary of the board till April, 1848, when he resigned, and the Rev. Henry L. Hitchcock was chosen to succeed him.

deaf mutes—two-thirds of whom, they suppose, may be found in Ohio.

It is interesting to observe the data, from which at that time, estimates were made of the prospective wants of the deaf and dumb, and to notice how far they have been verified by subsequent experience. On this point, the report remarks as follows:—

“From the best data we have been able to obtain, we make the following statement. Of those deaf mutes who are in any country, at any given time, at least one-half are either too young or too old to be the subjects of education. Of the remainder, who are at the proper age, one-fourth are incapable of instruction, for want of other bodily senses, or of adequate intellectual capacity. There will remain, therefore, about one-fourth of the whole number, who are proper subjects of education. It may be supposed, however, that were an asylum opened at a suitable location, with competent teachers, and adequate funds to provide for the support of the pupils, through the neglect of parents, friends or other causes, nearly one-half would not be entered. Still there is a reasonable prospect, that in the course of the year there would be from fifty to seventy-five.”

The proportion assigned to the third class—*i. e.*, those who, from various causes, are *incapable* of instruction—is doubtless too large: yet it is a significant fact, going to show the care and good judgment with which these early estimates were made, that not one-eighth of the deaf mutes of the State have been, at one time, under a course of education. It is a mournful fact, that only one-half of those who so much need instruction, and are of the right age to receive it, are yet reached by the means which are freely offered to all.

As the revenues of the State were at this time principally engrossed in a great work of internal improvement—uniting the waters of Lake Erie with the Ohio River—the sources of income to meet the necessary expenses of the institution were a matter of no small interest. Of these, three were proposed by the trustees: 1st, a share in the literary fund; 2d, an application to Congress for a township of land; 3rd,

opening a paper at the office of the county clerk of each county, for private subscriptions. The trustees close their report by recommending that, from a due regard to the welfare of the institution and to public sentiment, as far as they can ascertain, it be located at Columbus; alleging that "Here it will be under the eye, and subject to the inspection of the legislature at all times; and also, that the facilities of intercourse and conveyance which are collected at this point, render it more convenient to every part of this State, than any other place"—reasons which have lost none of their force by the lapse of twenty-seven years. By an act of the legislature, passed January, 1829, the institution was located in this city.

The gentleman selected as the principal of the institution was Mr. Horatio N. Hubbell, who went to Hartford in March, 1828, to become qualified for his new duties, and remained there in the prosecution of his object about a year and a half. The school was opened Oct. 16, 1829, in a small building rented for the purpose, standing on the corner of Broad and High Streets. The building has since been removed. A lady was employed to board the pupils at a fixed rate. The prospect at the opening was sufficiently discouraging. Only three pupils were present, and these were from the immediate vicinity. One of the three proved idiotic; another was a boy of weak intellect, and not long afterward became hopelessly insane. Yet these were all that could be gathered, notwithstanding a circular, stating the objects of the school, had been published for some months previously in the principal papers of the State. Before the close of the term, however, the number of pupils increased to ten, and in the course of the next year to twenty-two—and an assistant teacher was employed at the commencement of the second year. After the school was once in operation, the number of pupils began steadily to increase, and it was soon necessary to obtain other assistance in the department of instruction. From that time to the present, there has seldom been a period when the number of pupils in attendance was not fully equal to the arrangements for their accommodation.

In 1830, a letter was addressed to the president of the board, by the governor of Indiana, inquiring on what terms deaf-mute children from that State could be received to the Institution. The board had no power to receive pupils from other States, but recommended that such powers be granted—which was accordingly done in the session of 1831. The trustees seemed still to have the impression, that one institution was sufficient to provide for the north-west part of the valley of the Mississippi.

During the session of 1829–30, an act was passed, authorizing the support of one indigent pupil from each of the nine judicial circuits of the State—the pupil “to be selected by the board of trustees, from persons recommended by the associate judges of the counties where they reside.” At the session of 1830–1, the support of an additional pupil from each circuit was authorized. At the session of 1832–3, this number was increased to three; and during that of 1833–4, the trustees were authorized to admit thirty-six State pupils, and twelve additional ones annually, till the number should equal sixty. At each of these periods, the provision made was intended and supposed to be sufficient to meet the probable number of applications. During the session of 1844, these limitations were repealed, and the trustees were instructed to admit all suitable applicants.

The time at first contemplated as sufficient for the course of instruction, was, as has already been stated, three years. At the session of 1833, this time was increased to four years, and in 1834 to five years. In 1844, an act was passed, allowing the trustees to retain pupils, at their discretion, for a period longer than five years, and not exceeding seven. This law is at present in force, and for a general regulation, is probably the best that can be made on the subject.

It was provided in the act of incorporation, that the annual expense of each pupil should not exceed \$100 for the session of ten months. This was reduced by the act of 1831, to \$75, which was found to be about the actual expense at that time. In 1837, it was again fixed at \$100. By the act under the new constitution, adopted in 1852, the

sum is not limited, although the annual expense does not exceed the last mentioned sum.

One of the first objects of attention on the part of the Legislature, after incorporating the Institution, was to provide a proper location, and to erect suitable buildings for its accommodation. Indeed, in the act of incorporation itself, it was made the duty of the Board of Trustees at that time appointed, to report to the General Assembly, among other particulars, with regard to the locality, plans, buildings, &c., necessary for an Institution, and in Jan., 1829, prior to the opening of the school, an appropriation was made to purchase a site. This was secured in the February following. A tract consisting of three out-lots, containing three and a third acres each, lying about half a mile east of the State-house, was selected, and purchased for three hundred dollars, the land being considered in part as a donation at the time. The selection was most admirably made. The grounds, embracing an area of ten acres, are ample in extent, the soil of the finest quality, the water abundant and excellent, and the situation easy of access and almost unparalleled as to its healthfulness. This latter feature will be noticed again.

The first building for the use of the school was commenced in 1832, and was occupied at the opening of the fall term of 1834. The building was fifty feet by eighty, and three stories high, the general plan of the one in New York being adopted. It was designed to provide school, lodging, dining, and sitting rooms for from sixty to eighty pupils, and was supposed to be large enough to meet the wants of the Institution for a long time to come. The increase of pupils soon showed it to be much too small. A wing was added to the south end of the original building, which was commenced in 1845, and was ready for occupancy on the first of October of the next year. It is not singular that as the Institution became more generally known, and as it continued to send forth, year after year, those who had enjoyed its advantages, and who were living, if not speaking testimonials of its ability to bless, its fame should be extended over the State, and that many more of the deaf and dumb should seek admission to

its walls. The south wing was no sooner completed, than it was immediately filled, and the want of more room was seriously felt. This want has greatly increased since that time, and has not yet been supplied.

The subject of work-shops, early engaged the attention of the friends of the Institution, and their erection was strongly recommended in the reports of that period. It was with great force, argued that some part of the intervals of relaxation from study, might be profitably employed in learning a useful trade, and thus skill be acquired, and habits of industry formed, which would be of great advantage to them in after life. Accordingly, in 1838, a two-story building, twenty by sixty, was erected for this object. The only trade introduced, was that of shoe-making. Such of the pupils as were of suitable age, were employed four hours a day, under the instruction of a man engaged for this purpose. The arrangement was followed for a number of years, with all the success that could have been expected, in the circumstances. The system at that time pursued, was evidently an unfortunate one. The only compensation which the person employed to teach the trade received, was the labor of the boys. His apparent interest would be, to obtain the greatest possible amount of labor, without reference to the improvement of the pupil. The obvious inference should have been, not that the whole matter should be abandoned, but that it should be conducted on different principles. The contract having expired, it was not renewed. The complete education of the deaf mute, demands that this department should not be neglected.

Allusion has already been made to the expectation entertained by the Trustees, of obtaining from Congress a township of land to endow the Institution. This was referred to in their first Report, as a possible source of revenue, and was also mentioned by Gov. Morrow in his message, recommending the founding of the Institution. Gov. McArthur, in his message to the Assembly of 1830-1, advised that a memorial be presented to Congress on this subject. This was done, and an act passed the Legislature directing the members of

Congress from the State to use their influence in forwarding the measure. A bill granting a township, passed one house of Congress without opposition and it was confidently expected that it would meet with equal favor in the other branch. The bill however was not reached in the order of business, before the body adjourned.

The expectation of the success of this application, although doomed to be thus disappointed, had not been indulged without sufficient reason. The applications of the Hartford and Kentucky Asylums for similar grants, had both been successful. There could, therefore, be no argument raised against it, from want of precedent, and certainly none, from objection to the end sought. The amount of lands in the hands of the general government, located in this State, was very large, and from them it received but small returns. It was desired that the land donated, should either be located in sections, in the different townships of the State, or in an entire tract, as might be deemed expedient. The Board seemed inclined to the first location. A benefaction of this kind, while it would have been the smallest possible tax on the public treasury, would, if managed prudently, have been the means of untold good to the deaf and dumb of the State.

The first appropriation of money made to the Institution by the Legislature, was during the session of 1827-8. This was the sum of \$376.60, being at the time, the unexpended balance of the Literary Fund, and was used in defraying the expenses of the principal at the Hartford school. In 1834, \$2,239 were also granted from the same fund, to complete the buildings. An act was passed during the session of 1831-2, appropriating to the use of the Institution, one-fourth of the money accruing from the auction sales, taxes, &c., of Hamilton County. The amount at first annually realized from this source, was something over \$2,000. It became less in succeeding years, and was finally turned into some other channel. The deficiency was made up by direct appropriations.

It has been common to regard appropriations for the specific purpose of educating the deaf and dumb, wherever made, as in

the highest sense benevolent and charitable. Deaf mutes themselves have been taught to consider the education granted to them at the public expense, as a great benefaction, for which they are bound to feel the warmest gratitude to the State. It is true that no higher boon can be bestowed upon the deaf mute, than education with its attendant blessings. Without it, he is a miserable fragment of humanity; with it, he is a man, intelligent, refined, happy, and can honorably fill his sphere in social life. It is true, also, that he is deeply grateful for education. In what peculiar sense, however, this education is a *charity*, it is not easy to see. It is not necessary at this age to draw out an argument to show that public, universal education, is a matter of State interest. The simple diminution of pauperism, the decrease of crime, the security and value of property, the progress of industry, the development of agricultural and mineral wealth, all make a public education of the people of the State, a matter of vital concern to every citizen. It is strictly a matter of policy, not of charity. The children who are yearly benefited by the common school fund, do not feel any large amount of gratitude for the instruction received. It is a great misnomer to call the educational system of the State, in any sense, a charitable organization. Our public schools can hardly be included in the category either of "criminal" or "humane institutions." But every argument which proves it a matter of interest and policy to educate the hearing and speaking children of the State, bears with much greater force upon deaf mutes. If they are to be saved from pauperism and crime, if they are to add to the productive wealth of the State, if they are not to be helpless burdens upon their friends and society, education is *indispensable*. It is also entirely effectual. The educated deaf mute takes his place as a member of society, sharing its burdens, supporting its interests, and adding his quota to its productive force.

In disposing of the public lands belonging to the government, which were situated in different parts of the State, it was stipulated that one section in each township, should be sacredly devoted to the purposes of education. From the

benefits of this munificent provision, deaf mutes are, from the nature of their misfortune, deprived. They can receive only a slight degree of benefit from the common school, and circumstances forbid their being gathered into small schools to receive the peculiar instruction adapted to their wants. The amount of "irreducible and trust funds," held by the State for the purposes of education, is \$1,838,932.56; the income of which, applied by the State, to such purposes during the year ending Nov. 15th, 1852, was \$304,721.62; and any sum beyond this, which is needed to sustain the system of common schools is supplied by direct taxation. Inasmuch as the deaf mutes, having an equal claim with the hearing child to the avails of this large sum, (and indeed, a much stronger one, on the ground of his more pressing necessity,) yet receives nothing from this source, it is no more than right that his misfortune should be relieved directly from the public treasury. It is fortunate for him that this relief is freely and cheerfully granted. Whatever is needed for the current expenses of the Institution is promptly furnished by appropriations of the Legislature. This is as it should be.

The health of the Institution since its establishment, has been entirely without parallel in schools of this description. During the first thirteen years, a period comprising nearly the first half of its existence, not a single death occurred within its walls, and scarcely a case of serious sickness, although the average number of pupils during this time exceeded fifty. In the course of the last fourteen years, with the average number of pupils considerably more than one hundred, there have been seven instances of death. Three were from pulmonary consumption, two from fever, one from cholera, and one from general nervous debility. In four cases, the circumstances of the disease, and the recent arrival of the pupil at the Institution, render it certain that the disease was not contracted here. During the whole period, two pupils have lost their lives by drowning, having stolen away, in both cases, without the knowledge of the officers. It may be proper also to remark, that in consequence of the presence of the cholera in the city in 1833, and again in 1849, the school

was dismissed a short time before the regular close of the session. This exemption from sickness is the more remarkable, as these children are more liable than others to its attacks. The loss of one sense has, in many instances, proceeded from sickness, and of itself indicates a physical constitution more or less imperfect, susceptible to the attacks of disease, and feeble in resisting them. The reasons repeatedly given in the annual reports, for this continued healthfulness, are the care of a kind Providence, regular habits, abundant and wholesome food, comfortable lodgings, and daily exercise in the open air. No higher testimony can be given to the healthfulness of the location, the excellent provision made for the pupils, or to the constant watchfulness exercised over them.

In 1844, the Superintendent, at the request of the Board of Trustees, visited in company with two educated pupils, various portions of the State, to hold exhibitions, excite interest, and diffuse information respecting the deaf and dumb. These visits were gratifying to the citizens of the State, and exceedingly happy in their influence upon the Institution. In the month of September of the same year, he visited the Institutions for the deaf and dumb in the Eastern States, to avail himself of any advances that might have been made in the systems of instruction and management.

The history of the Institution, from its first establishment, has been one of constant prosperity, and unabated usefulness. Its course has been steadily onward, increasing in its number of pupils, in its facilities for instruction, in the favor of the Legislature, and in the kind regard of the people of the State. The Legislature has ever exercised over it a minute and careful supervision. Committees of its members have repeatedly reported in the highest terms of its condition and management, and favorable allusions have often been made to it, in the annual messages of the highest officer of the State. It has not, indeed, succeeded in reaching with its benevolent aid, *all* of the class for whom it was designed, but very few of their number, and in recent periods of its history, none, who have applied for its assistance, have been turned away from its doors.

In February, 1851, Mr. Hubbell, who had presided over the Institution with honor and success for twenty-four years, tendered his resignation to the Board. Through the untiring energy, faithfulness and skill of this gentleman, the Institution, from small and feeble beginnings, had grown to be the third in the Union in the number of its inmates, had passed years of usefulness, and become deeply fixed in the affections of the people of the State. Few persons, as they look at an institution of this character in its mature and perfected organization, and in the full exercise of its beneficent career, are able to appreciate the difficulties that have been encountered in its early history. The creation of public sympathy in an untried and difficult enterprise, securing public confidence, maturing plans, erecting buildings, collecting, organizing and controlling an Institution of this kind, involves an amount of care and perplexity, and demands a fertility of resources, that attend few other labors undertaken by man. No greater satisfaction can be conferred upon a benevolent mind, than to have been made the agent of effecting such a work.

Mr. Hubbell's resignation was accepted by the Board, to take effect at the close of the year. The Rev. J. Addison Cary, who for nineteen years had been an eminent instructor in the New York Institution, was chosen to succeed him, and removed to Columbus in October of the same year. Mr. Cary, although suffering from an acute and painful disease, gave abundant evidence during the short period of his connection with the Institution, of his superior qualifications for such a position. His death occurred on the 7th of August, 1852, having retained his office less than a year. The present Superintendent entered upon his duties in October, 1852.

During the first session of the Legislature under the new Constitution, an act was passed, reorganizing all the Benevolent Institutions of the State. Instead of each being managed by a distinct Board of Trustees, all were placed under the control of one Board, consisting of nine members; three of whom must be selected from the city of Columbus, or its vicinity, and the remaining six from different parts of the

State, and no two members to be residents of the same county. The Board is required to meet annually. During the intervals of its sessions, the Institutions are under the charge of a Committee of three, styled the "Committee ad Interim." The law provides that each Institution shall be visited monthly by one, semi-annually by a majority, and annually by all the members of the Board, who shall report their condition to the Governor, and through him to the General Assembly. The Treasurer of State is made the treasurer of the several Institutions, and their expenses are paid by direct appropriations from the State treasury. The services of the Trustees are gratuitous, they being allowed only their necessary expenses. The plan unites simplicity with constant and careful supervision. As, however, a great amount of labor and responsibility, and the expenditure of much time, devolve upon some members of the Board, particularly upon the Committee ad Interim, it is not easy to see why duties so arduous should not receive remuneration.

The Board is at present composed of the following gentlemen :

Richard Warner, Esq., of Medina Co., E. C. Root, Esq., of Ashtabula Co., George B. Eels, M. D., of Fairfield Co., Hiram B. Smith, Esq., of Meigs Co., David Robb, Esq., of Union Co., Thomas Mitchel, Esq., of Preble Co., and Henry Wilson, Thomas Sparrow, and John Greenleaf, Esqrs., of Franklin Co. Richard Warner, President, Thomas Sparrow, Secretary. Henry Wilson, Thomas Sparrow, John Greenleaf, Committee ad Interim.

The Institution is at present greatly incommoded by the inadequacy of its buildings. These, besides being in a dilapidated condition, are much too small for the present number of inmates, and can accommodate only about two-thirds of the children who ought to be enjoying the advantages here afforded. There is no doubt that when the pressing want of larger and better accommodations is distinctly known to the citizens of the State, it will be fully met.

The Institution for deaf mutes in Ohio, holds the same rank among its sister Institutions that the State does among

the other members of the confederacy. It was remarked at the commencement of this sketch, that although it was the fifth in the order of time, in another particular it holds a still higher place. The Institution of Ohio was the FIRST established upon the important and only true principle that the entire expense of furnishing a complete education of the deaf and dumb should be defrayed by the State. Other States have liberally and nobly made appropriations to support their deaf mutes in private incorporations, granting a yearly stipend for this purpose, in some cases sufficient, in others, not so. To Ohio, certainly, belongs the honor of first providing adequate instruction for the deaf and dumb, as a matter of plain and acknowledged duty. The nobleness of this act is not diminished, by the consideration that at the time of assuming this duty, the State had been in existence only twenty-five years ; that three-quarters of its surface was covered with the primitive forest ; that the great thoroughfares of commerce were not constructed, nor its system of common schools in operation ; and that while the taxes of the State were burdensome, its revenues were comparatively small. From a work commenced under such circumstances, the State, in her subsequent progress to wealth and greatness, has shown no disposition to retreat.

The experience of the past, inspires an entire confidence for the future. The following article is a part of the new Constitution :—" Institutions for the benefit of the insane, blind, and deaf and dumb, shall always be fostered and supported by the State." This truly " is the noble resolve of a sovereign State ; an honor to the sentiment of humanity which gave it birth, a purpose which could originate only in a Christian land." The great State of Ohio, having put her hand to this work, will bear it steadily on, and everything which science, skill and humanity can do for the afflicted within her borders, will be cheerfully and promptly done.

AN EXPERIMENT.

BY JOHN R. BURNET

MR. EDITOR:—Permit me to offer for the ANNALS an account of certain experiments, made at my request by my esteemed friend, E. P., one of the instructors of the New York Institution ; first briefly explaining the object in view.

It is, I believe, generally understood that the great difficulty which the deaf and dumb find in the acquisition of language, is that written words can never be to them what they are to us, composed of parts, the view of which recalls certain familiar sounds. Now words, as sounds, especially when accompanied by certain varieties of tone and emphasis, cling readily and tenaciously to the memory of a child who hears. Whether he speaks, listens, writes, or reads, it is the sounds of the words that pass through his mind. Their written forms are regarded only as representatives of the sounds.

But to a deaf mute sounds have no existence. He must recollect some visible form of the word without any association with an easier and earlier known form as an aid to the memory. That this is difficult, is evident from the fact that while all hearing children learn a spoken language spontaneously, no deaf mute learns a language of visible signs for words, except by laborious and persevering mental effort, and special instruction.*

Though the case of Laura Bridgman shows that it is *possible*, at least with mutes of rare mental quickness and activity, for a language of words to become the *first* language, the means of mental and moral development, and the habitual instrument of thought, such a result, it seems to me, can only be looked for where the deaf mute is shut out from

* "Children who hear learn oral language spontaneously ; deaf mutes can only learn written language by resolute and persevering mental effort." *Dr. Peet, Annals, II.*, 173.

the external world, and separated from all who would encourage him to converse by gestures. Wherever deaf mutes are collected into a community, the language of signs becomes the favorite mode of communication, and far the best means of mental and moral development.

Some teachers, like Mr. Ayres, regard this as an evil, and would accustom the child at the earliest possible age to converse wholly by words. Others, like Mr. Jacobs, would accustom him to converse and think by means of a system of signs for words, repeated strictly in the order of the words. Others, with Dr. Peet, regard the language of signs as the natural and the best means of mental and moral development that the case admits, and its advantages in that respect more than an equivalent for the peculiarities of style into which its use betrays the deaf mute in his earlier attempts to write.

I have not time, even if I felt able, to discuss this question. I wish only to offer a few facts, tending to show that words whether written or spelled on the fingers, must be a comparatively slow and cumbrous instrument of thought.

At my request, Mr. E. P. selected from Dr. Peet's "Part II." the second paragraph on page 373, and observed by a watch, the time required to read, write and spell it over. The selected paragraph contains one hundred and one words, one hundred and sixty-three syllables, (counting the dates, 1776 and 1783, as they are read, in syllables,) and four hundred and eighty-six letters, (counting each figure as one letter, as they are to the deaf and dumb.) The general average in our language is three letters to a syllable, showing that words must be three times as long and cumbrous to the deaf and dumb who repeat them by letters, as to us* who repeat them by syllables; to say nothing of the probably greater ease and simplicity of our conceptions of syllables, as compared to their conceptions of letters.

* The writer is only a semi-mute, having acquired language through the ear in childhood.

Mr. E. P. read the passage aloud and deliberately in thirty-three seconds, and ran over it himself in ten seconds.

The time required to spell it varied with different pupils. One girl, with remarkably nimble and dextrous fingers, spelled it in one minute and nine seconds. None but a very quick and practiced eye could have followed her. Others spelling more distinctly to ordinary eyes, required one minute, twenty-five seconds, and one minute, forty seconds. The class is one in its fourth year, above the average standing of classes of that term, and only the better pupils were tried. Two of the best writers then wrote on their large slates the passage, or one of equal length, (counting the number of letters.) The time required was four minutes in one case, and four minutes, eight seconds, in the other. *Hence it appears that a given passage can be distinctly spelled in one-third of the time required to write it legibly, though not in less than thrice the time required to read it aloud.* The present writer found himself able, at the most, to write the same passage, so as to be just legible, in three minutes. He could have read it over fifteen or twenty times in the time required to write it once. Of course, those more accustomed to write than to spell on their fingers, might find that they could write faster than they could spell, but as a general rule, the deaf and dumb can repeat words on their fingers full twice if not three times as fast as they can write them. Nor could it well be otherwise, when we reflect that each letter is composed of two or three strokes of the pen or crayon, and some of more, whereas the letters of the manual alphabet are formed each by one movement, if not simple, yet simultaneous.

Trial was also made as to the time required by a deaf mute to read the passage. One very bright boy, professing to recognize each word as a whole, and not to spell mentally, or to read by signs, went over the passage in twenty-three seconds. Another clever boy, whose habit in reading (acquired I believe at Hartford, where he had been for the first two or three years of his education) was to read by *methodical* signs, (using this expression in Mr. Jacobs' sense,) required thirty seconds to go over the passage, or about three

times as long as his teacher and myself required. They were previously, as I understood, familiar with the passage. Hence it will be seen that a deaf mute may acquire the ability to read a passage mentally about as fast as a speaking person can read it aloud. But *can* he acquire the ability to read *mentally* as fast as we do? That is the question, and if these lads were correctly understood as to the mode in which they read mentally, it will follow that a deaf mute can read full as well, probably better, by recognizing each word without regard to its associations with methodical signs. This I think is against Mr. Jacobs' theory.

It did not occur to me to ask, and if I had, perhaps the lad could not have given an intelligent answer—but I suspect his mode of reading was by a process of mental abbreviation. Certain it is that it is only by such a process, if at all, that a deaf mute can come to read mentally as fast as we do. Glancing at the written word as a whole, he recognizes it without running over all its parts in his mind. It is probable that comparatively few of the deaf and dumb have acquired the ability to do this. Most of them have to spell the word over mentally, letter by letter, before they can recognize it, and hence read much more slowly than we do by syllables. Still I presume all of bright parts can acquire the habit of reading by this sort of mental abbreviation, in which so much of each word as first catches the eye may stand for the whole, as, when we see the upper spars and sails of a vessel over some intervening obstacle, we know what is below. And I respectfully submit to teachers if this is not far preferable to the habit which some would inculcate, of reading by signs, which, it seems to me, must in many cases tend to obscure the sense and connection of the sentence. But the far greater convenience of the manual alphabet, over writing, as an instrument of communication, probably causes nearly all deaf-mute pupils to acquire the habit of spelling words mentally when they read.* Hence words being to them collections of letters, must be three times

* See "Quatrieme Circulaire," etc., page 20 and on.

as long and cumbrous to them, as to us, who regard them as composed of syllables.

My own remedy for the difficulty, I need not say, is found in the use of a syllabic dactylogy. Such a contrivance has not yet been tested by experience. But it can hardly be doubted that if we can find a means to enable deaf mutes to repeat words three times as fast as they now do, their mastery of language as an instrument of thought as well as of communication will be much greater, and far more of them will acquire a rapidity and facility in private reading approaching that which is enjoyed by those to whom words are sounds.

But, since it is notorious that "on familiar subjects, and among those conversant with it, the language of signs is used with a rapidity surpassing that of speech,"* while, on the other hand, a conversation with a deaf person in words, requires about thrice the time of speech, and is more fatiguing at that, both to the muscles and to the attention; however deaf mutes of high mental cultivation may prefer words for their neatness, precision and concentration of meaning; words spelled *literatim* will be a slow, tedious and irksome means of developing the mind and heart of a deaf-mute child.

In conclusion, I would express the hope that other teachers would give us the results of similar experiments. Permit me also to propose the matter, as one of the topics for discussion at the Convention about to convene at Columbus.

* Mr. Woodbridge's article in the *Encyclopedia Americana*.

CONFERENCES OF BRITISH INSTRUCTORS OF THE DEAF
AND DUMB.

BY THE EDITOR.

IN imitation of the wise example of their German and American brethren, the instructors of the deaf and dumb in Great Britain and Ireland have held two Conventions, or Conferences, in order to avail themselves of the numerous and obvious advantages to be derived from such gatherings; and we have before us the "Transactions" of these Conferences, in a very neat pamphlet, printed at the Yorkshire Institution for the Deaf and Dumb, under the superintendence of its principal, Mr. Baker.

The first Conference was held in London, on the ninth of July, 1851. Dr. Peet, of New York, and his son, Mr. Lewis Peet, who were in England at the time, were present at this meeting, and were invited to take part in its proceedings. But little business, however, was then transacted, the main object seeming rather to be, to prepare the way for subsequent operations. It was decided that the next Conference should be held at the Yorkshire Institution for the Deaf and Dumb, at Doncaster, on the last Wednesday of July, 1852; and instructors were requested to prepare papers on specified topics, or "such others as they might deem desirable" for that occasion.

But before separating, the members of the Conference were invited to attend a meeting of the committee of the Institution for the Adult Deaf and Dumb, to discuss the question, whether it was desirable to carry on this institution in its four-fold character of a home, a school, a workshop and a church for the adult deaf and dumb, and more especially for those of London and its immediate neighborhood.

Dr. Peet being called upon, spoke at considerable length upon the general subject. Mr. Saegert, of Berlin, gave some interesting statements in regard to the management of the institution over which he presides, and remarks were also

made by several of the British instructors. "The prevailing sentiment seemed to be, that deaf mutes should be apprenticed to competent masters, and that an institution for their industrial education was undesirable."

The second Conference assembled at the time and place appointed, the following gentlemen being present:

Mr. Baker, principal of the Yorkshire institution.

Mr. Patterson, principal of the Manchester institution.

Dr. Scott, principal of the Exeter institution.

Mr. Hopper, principal of the Birmingham institution.

Mr. Sleight, principal of the Brighton institution.

Mr. Foulston, principal of the Dublin institution.

Rev. Mr. Martin, principal of the Belfast institution.

Mr. Baker was called to the chair, and at the request of the Conference, proceeded to read a paper of considerable length and much ability; wherein many points of general interest were touched upon—the most important of which we will briefly indicate. In regard to a plan for a general course of instruction, which might be common to all the schools for the deaf and dumb, Mr. Baker suggests the following method:

"We have then to consider, whether any series of lessons exists which we can generally adopt? and if not, whether it is not desirable at our meetings, year by year, to lay down the general principles and details on which a course of lessons for *one year* shall be carried out? Can we at this meeting suggest the heads even of a course of lessons for the first year's instruction, and appoint editors to carry forward the plan? Thus one year's course might be presented, complete and printed, at our next Conference. This would be a decided step, for which we can none of us be wholly unprepared. In addition to this, can we resolve this day, that we will each of us put into form during the ensuing year, such a plan as would serve for a second year's course of lessons—compare our respective suggestions at our third Conference—decide on what is desirable, and carry out the printing during the following year. Thus we should be provided with a course of instruction for two years. If we were to pursue our object in this manner at our successive meetings for six years, we should possess ourselves of a valuable series of lessons—we should consolidate our views in a practical form—place the in-

struction of our pupils on a firm basis, and perpetuate an art which has been lost and re-discovered at different periods in several countries."

Mr. Baker's opinion of articulation for the deaf and dumb, is given in the words following. It seems to be substantially the American view of the subject.

"It will probably be expected that I should make some allusion to Articulation as an instrument of instruction. You are most of you aware that my opinion is unfavorable to any large devotion of time to this object, except in cases where a natural aptness exists. Though there will be found in every institution a few pupils, especially among those who have become deaf after learning to speak, whose improvement repays the care of a teacher, (and to such I would afford every facility for recovering the lost faculty,)—the success hitherto attendant on the efforts to teach Articulation to the totally deaf is by no means flattering, and I do not believe there is one institution in our country which can produce a dozen pupils, whose articulation could be understood by indifferent auditors. But I am content to let the intelligent and educated deaf and dumb themselves settle this controversy—confining the decision to those whose deafness is congenital, but who have had every advantage that the best teachers of articulation and reading from the lips have been able to bestow on them. Do such educated deaf persons converse orally among themselves? On the contrary, do they not invariably converse with each other by signs and spelling? Do they prefer oral conversation with others, who are not deaf and dumb? On the contrary, do they not prefer the means presented to them by their writing materials, or the manual alphabet? We are all acquainted with deaf and dumb individuals, either personally, or by report, who have been educated by the means of articulation. Can we say that the value of speech is to them, in any degree, equal to the cost of its attainment?—that either they or their friends value it as the advocates of articulation would lead us to anticipate?—or that the acquisition is, in any respect, equal to its cost in money, and in the even more precious cost of time bestowed upon it? But although I admit that speech is a good and natural exercise for the lungs and voice, I have never discovered that it is requisite for health, nor that the pupils of an institution in which articulation is *not* taught, have worse health than those of one where it is an object of attainment. I must, there-

fore, decide against giving up the time now bestowed on the acquisition of language and useful knowledge by my pupils, to devote it to the specious acquirement of articulation."

Mr. Baker urges the importance of having the deaf and dumb, or at least a portion of them, thoroughly instructed in the art of drawing; and adds, "The instances connected with this institution alone, are a sufficient encouragement to us to endeavor to educate our pupils for copper-plate engravers, lithographers, glass-painters, wood-engravers and pattern designers. A wide field is open; the success we have hitherto experienced encourages us to occupy it more extensively." The suggestion here thrown out seems to us worthy of consideration by American instructors.

In most of the British schools for the deaf and dumb, the custom is, to have all the classes assembled in a single room. Mr. Baker seems to doubt the wisdom of this method. He asks,—

"Is a single room for all the classes more eligible than separate class rooms? Is the surveillance of pupils, during the hours of instruction, by the principal, necessary or desirable? Are our assistants generally so strict and conscientious in their deportment, and in the performance of their duties, that the continual direction and inspection of the principal can be dispensed with? It depends much on our views on these points—views tested by experience—on the amount and quality of assistance we possess—and on the qualifications of our teachers for their work, what decision we can arrive at on this point. If our teachers are young—if their characters are yet undeveloped—if they have to make frequent reference to, and to receive directions from the principal, there is wisdom and safety in the single room arrangement; but let this arrangement be so convenient as to admit of a perfect classification of the pupils, so that they shall face their teacher, but have their backs toward each other: thus no class can interfere with, nor overlook another; there will be no interruption, nor distraction, nor confusion of any kind under such a classification, while the general sympathy of all in their work will be enlarged, and present one harmonious whole."

In regard to the personal cleanliness of the pupils, and its effect upon their general health, Mr. Baker's views are worthy of all praise. He says,—

“Have we all baths for our pupils? I speak with confidence of their efficacy for promoting health, from many years’ experience—having found that tepid baths, and comfortable places for their daily ablutions, with fires during the winter months at the hours of washing, are more conducive than any other domestic arrangement to the health of the children. Twelve years ago, when the operations of this Institution were confined for want of space, the *physique* of the children was much lower than it became after the introduction of such comforts, and indeed, the peculiar habits of body of the deaf and dumb, generally, require that they should have all the appliances for health and comfort with which we can invest them; and especially warmth, cleanliness, and a liberal diet.”

Respecting modes of punishment, Mr. Baker is somewhat in advance of his countrymen, who, as is well known, are accustomed to flog and be flogged, in nearly all the various relations of life. His practice is as follows:

“In this Institution, slight offenses are generally punished by the temporary separation of the offender from his class-mates, keeping him under the eye of an assistant or his class teacher; corporeal punishment is inflicted by myself for three offenses, namely, willful and malicious lying—the repetition of an act of disobedience to myself—and petty thefts. While these three offenses are known as those on which corporeal punishment follows, I should consider it a duty to apply such discipline on the commission of other gross offenses. At the same time I may add—and I do so with great satisfaction—that more than a twelvemonth, sometimes a longer period, elapses between the infliction of such punishments. Flogging for carelessness, or non-performance of tasks, for constitutional defects, or excesses in trifling matters, is, in my opinion, a perversion of a powerful means of discipline, (which I would on no account give up,) which deprives it of its efficacy and value; and no one can peruse the indurated countenance of a frequently flogged boy, in establishments where a different system prevails, without being satisfied that such punishments defeat their object, and are pernicious in their results.”

The statistics of deafness is another important subject to which Mr. Baker alludes. He earnestly advocates the adoption of “a form of registration,” which shall be the same in

all the British institutions, and we are happy to direct his attention to the elaborate and able article on this point, in the last number of our own periodical.

Mr. Baker closes with a friendly allusion to those who are engaged in the same good work with himself upon this side of the Atlantic, and we take occasion to reciprocate the kind feeling which he so handsomely expresses.

"I can not draw these observations to a close, without suggesting our best acknowledgments to those gentlemen connected with the Transatlantic Institutions for the deaf and dumb, who have manifested so deep an interest in the institutions of the parent country, and who have so liberally supplied us with their reports and other publications. The official reports of our own institutions convey very little information to them in return for their copious documents. Our actual position, difficulties, successes and discouragements, are scarcely known to them, and it is probably owing to the absence of such information in our annual reports, that we have been favored with the different deputations from the American institutions. These gentlemen have naturally felt anxious to know the exact state of the British and other European institutions for the deaf and dumb; and with your consent, I would express to the American teachers, generally, our hearty concurrence with their endeavors, and our best sympathy in their object, while I would make known our intention to reciprocate their attentions by such means as are afforded to us. Among other means, the publication of the Transactions of our yearly Conference will forward this object, and I humbly trust that the account of our proceedings will be worthy of their acceptance, if from no intrinsic value, at least as a manifestation of our kindly feeling, and as an acknowledgment that we appreciate the friendship of our fellow-workers, though we may not altogether agree with some of their conclusions respecting us, which have, probably, been the result of too hasty a visit, of misapprehensions, of habit, of education, or of imperfect information. The time will come, I doubt not, when a better knowledge of our institutions will insure their more favorable opinion of them."

A long and animated discussion, in which all the members of the Conference took part, followed the reading of Mr. Baker's address; and the general sentiment was, that the subjects brought forward were of too great importance to be

hastily acted upon; but that the printing of the address together with the other proceedings of the meeting, would enable them to enter more fully upon its varied matters at a future Conference.

Dr. Scott, of the Exeter Institution, followed with a paper on the language of signs. In our judgment, this paper is admirably written, and the views presented are such, for the most part, as command our hearty assent.

As the question concerning the use and abuse of methodical signs is one of especial interest at the present time to instructors of the deaf and dumb, we will quote at length his remarks upon this head.

“A difference of opinion has long existed, and to some extent still exists, as to how far methodical signs may be employed with advantage. That in many instances they have been misapplied, and invested with undue importance, there can be little doubt; while totally to discard them appears throwing away an auxiliary that, on some occasions, may prove useful. The earlier teachers produced a system of methodical signs so perfect, that each word had its equivalent sign, and the education of the pupil was to be accomplished by his learning to associate these together. When he could translate the signs of the master into proper language, his education was considered to be complete. That this was a grievous error there can be no doubt, and productive of more evils than one. In such a system, storing the pupil's mind with facts, or in other words giving him information in the different branches of knowledge, is altogether lost sight of, while we do not really give him that acquirement we most desire to bestow—the language of his country. It is true that this must ever remain one of the great objects of our instruction—but, if it is to be the mere power of writing words, or even sentences from the signs made by the teacher, without comprehending their meaning, then, as far as its real usefulness goes, it might as well have remained unlearned.

“Probably no teacher now depends upon such means for giving a knowledge of language, but, where much reliance is placed upon methodical signs, there will always be a tendency to suppose our pupils more advanced in this respect than they really are. Like children who will go very well while held by the hand, they immediately fall when left to themselves. It is true that methodical signs may not

in all cases be altogether arbitrary, but still, in their use, they are essentially word signs, and contrary in this respect to natural signs whose office is to give ideas—“*Res non verba.*” In signing lessons from books, too, a strong desire is felt to associate our signs with the words, closer than mere natural signs will permit, and perhaps there is no teacher, however he may condemn their use, that does not in some degree introduce them. Yet this should not be done without care being taken to ascertain that the meaning of the words the signs are to recall or express is already known to the pupil. We have heard of teachers who would sign through a lesson, giving sign for word in regular succession, in the belief that each sign they made was of equal importance and would necessarily give the idea. We could hardly have supposed that there could have been teachers with such “madness in their method.” Let us see what would be a safer mode in signing such a lesson. Suppose a new lesson in history is to be taught, the judicious teacher would pursue some such plan as the following: first by natural signs he would impart the facts taught by the lesson, seeing that each was comprehended by the pupil. He would next see that each word was understood, explaining them if necessary by illustrations of their use in familiar occurrences. Then, if he wished to introduce methodical signs, he would go over the lesson again by this process. It is difficult to see what would be gained by it, yet it is the only safe way of introducing such signs in the operation. The language itself is already in its proper form before the class, and its translation into methodical signs will not give the reasons for these forms, nor rules for applying them correctly on another occasion, so all that is accomplished, in such a case, is a repetition through another form, of the words already there.

“There is another application of these signs, where they are supposed to be of especial value—in giving lessons by dictation. Is it true that exercises in dictation, in the case of ordinary children, are to correct their syntax and make them better acquainted with the modifications of words produced by their grammatical changes and relationships? Is it not rather an exercise to correct their orthography, to teach them to spell words correctly from their sound,—a difficulty not easily overcome in a language so arbitrary as ours is in this respect? What great lesson can it be, in the case of a hearing child, to write the word he hears named, whether it be noun or adjective, verb or adverb, in the active or passive form, singular or plural? Surely this can be no great mental exercise for impressing the peculiarities of grammatical structure; but it would be an im-

portant exercise in teaching the pupil to spell the word correctly by the ear, which is not, however, an object contemplated in our instruction. In the case of the deaf mute, there would merely be a substitution of the words for the signs; he might, or might not, understand the ideas; and no principle would be given which would point out to him the proper application of the words in new combination. It does then appear that these signs can not be ranked amongst the important auxiliaries of instruction, while they may yet possess a function of sufficient consequence to entitle them to a certain extent to a place in the school-room.

“They offer a ready means, when teaching a lesson, of pointing out and correcting an error, and they enable us to *recall* to the mind of the pupil a word that may have been forgotten for the moment. To this extent we have employed them, and we believe not without advantage. It must not be forgotten that there is a vital difference between *descriptive signs* given *methodically* and in order, and *methodical signs*—a difference of such importance that it can never be lost sight of without serious error.

“For if these signs are given to the pupil as equally comprehensible and expressive, the result will be that we shall find his mental progress far below what we had anticipated, and indeed what might have been the case had we analyzed better our means of instruction. Descriptive signs, in all cases, convey ideas, while methodical signs are essentially word-signs, and can not be depended upon safely to afford us more assistance than we have already indicated.”

A discussion of considerable interest followed the reading of this paper; chiefly upon the question, how far conventional signs could be employed with advantage. The prevalent opinion was that all teachers should confine themselves, as much as possible, to natural signs.

Mr. Hopper, of the Birmingham Institution, next read a brief paper on the One-handed Alphabet; in which he very clearly showed its superiority to the Two-handed Alphabet, now in common use in the British Institutions.

“A short discussion followed, which concluded by the expression of a unanimous opinion that it would be desirable for the pupils in all our institutions, to be accustomed to the use of both the manual alphabets.”

The question concerning the establishment in London of

an Institution for the adult deaf and dumb, having come once more before the Conference, after full discussion, it was unanimously resolved, that such an establishment would not meet the exigencies of the adult deaf and dumb; that a place of refuge would, to a certain extent, be an encouragement to the unsettled and idle; and that most of the other objects contemplated in the proposed establishment might be met by the existing institutions for the deaf and dumb.

The remaining time of the Conference was principally occupied in discussing the duty of providing and publishing a Course of Lessons, to be used in all the British Institutions. Allusion was made to the Lessons on Language prepared by Mr. Baker, as being nearer what was required than any other course; but it was understood that the consideration of an Illustrated Course of Lessons should again be brought forward at the next annual Conference of teachers.

One fact pleasantly impressed us, while reading the report of this Conference of British teachers; namely, the evident approximation which is going on between the methods of instruction employed in the American and British schools. In regard to the use of signs, for example, we can perceive but little difference between the views of the most intelligent British instructors, and those of a large number, at least, in our own country. Among both, there is an apparent disposition to break loose from precedents; to forsake the cast-iron track of "system," and follow such lights as long experience and unprejudiced judgment may hold forth for the guidance of those who are willing to keep their eyes open. The American schools have, in a measure, forsaken the French system of methodical signs; while the British, if we may take Mr. Baker as their representative, are now disposed to give but little more prominence to articulation, than is allowed in this country. The two-handed alphabet, we will also venture to prophesy, has received its death-blow from Mr. Hopper. Other and minor points of difference, we think, will soon pass away; when a better knowledge of each other than we have heretofore enjoyed, shall be attained. If our memory is not at fault, no British instructor of the deaf and

dumb has ever yet visited an American school. We are persuaded that a personal examination of our methods, by any one of our British brethren, would be a pleasure to him, and perhaps modesty should not forbid us to add, a profit also.

LEGAL LIABILITIES OF THE DEAF AND DUMB.

BY JOHN R. BURNET.

I HAVE been a somewhat diligent reader of the ANNALS and do not recollect that there has ever been discussed in your pages a matter of much importance to all the deaf, viz., how far our legal rights, remedies, and liabilities are affected by the loss or absence of hearing? In the hope that some abler writer may take up the subject, I will mention some points in my own experience.

1. I take it for granted that we are exempt from militia duty, as in France, we should be from the conscription. At least, at the time when training was compulsory in this State (New Jersey) on all young men, I was never summoned. Still I am not aware that the militia laws exempt us in form.

2. Evidently we are exempt from attendance as jurors. When the sheriff summons the jurors, of course he would never think of summoning those who can not hear the cause. Where such should happen to be drawn by lot, the court will permit them to retire.

3. But though it must be rare to summon a deaf mute as a witness, and in my own case, has never happened, it certainly *may* happen to any one of us.

4. This leads to the point, how an oath is to be administered to a deaf mute? In the few cases of a legal examination of a deaf mute I have read of, it has almost always been thought necessary to have an interpreter, who can hear and speak. The interpreter renders the question into signs, or by the manual alphabet, and receives the answers in the same way. I recollect but one or two cases in which an oath was administered to a deaf mute, and then in signs,

through an interpreter. Now, suppose no interpreter can be obtained, or that the party, as is the case with many semi-mutes, understands writing perfectly, but not much of signs, what is to be done?

The tax-law of this State has recently been changed, so as to require an affidavit from any tax-payer desiring a certain deduction from his assessment. When the assessor (who happens to be also a justice of the peace of some experience) called on me, I professed my willingness to take the affidavit. He remarked (in writing) that he did not see how a deaf person could take an oath, as he could not hear it. I suggested that I could write the affidavit with my own hand, and sign it in his presence, (laying my hand on the Bible at the same time, of course.) But as he never knew or heard of a precedent for such a proceeding, he declined, preferring to make the deduction on his own responsibility, though in violation of the letter of the law. It would certainly be hard if a man in consequence of being deaf, should be taxed higher than his neighbors.

5. Similar to this is the question how is a deaf mute to acknowledge a deed or similar instrument? This, however, if an interpreter is not convenient, can readily be managed by a conversation in writing.

6. Suppose that a deaf mute is to be served with a legal process, what would amount to a legal service in his case? In the only case that has happened to me in my twenty odd years of majority, the officer left a copy of the process at a house belonging to me, with the occupant of the house. As I did not live in that house, the service was declared void, and the matter settled by a compromise. Now had the officer gone to my own house, as no hearing person lived with me, he would have been puzzled to leave a copy, informing the person with whom left, of the contents, and had he met me, he could not have read it to me. How then should he serve it? My own experience being so limited, I wish some of your deaf-mute readers, if any there be who have unfortunately got involved in the law, will give theirs.

7. There can be no question that a deaf mute, possessing

the legal qualifications, is entitled to vote. Yet when I first offered to vote, though a tax-payer and freeholder, objections were made, and some hesitation shown by a part of the officers of election. The difficulty of course would be greater in cases where an oath is to be administered to the elector. However, the decision being in my favor the first time, no objection was made on subsequent occasions. It is certain, however, that there are to be found, in some benighted towns, officers who regard deaf mutes as nearly on a par with idiots, in the matter whether of legal rights, or of legal responsibilities.

8. This leads me to remark, though not exactly to the present purpose, that some people have an idea that it is sinful to permit or countenance the marriage of a deaf mute, and this, irrespective of common prudential motives. To such, however, it is a sufficient answer that Mr. Gallaudet married a deaf mute.

Truly yours,

J. R. BURNET.

MISCELLANEOUS.

Third Convention.—The Third Convention of American Instructors of the Deaf and Dumb, is to be held this year at Columbus, Ohio. The following is the circular of invitation.

CIRCULAR.

COLUMBUS, May 2d, 1853.

SIR: You are hereby notified, that in accordance with the recommendation of the Committee appointed at an informal meeting of American Instructors of the Deaf and Dumb, held at Columbus, in August last, a third Convention will assemble at this Institution, on Wednesday, August 10th, at 10 o'clock A. M. The following persons are respectfully invited to attend said Convention, viz.:

1. Present and former Instructors of the Deaf and Dumb.
2. Trustees and Directors of Institutions for their Instruction.

3. The Officers of the several States, acting as Commissioners, in the selection and supervision of State Beneficiaries.

It is hoped such papers will be presented to the Convention, by the above persons, even by those necessarily absent, and such topics of discussion suggested, as will give interest to its sessions, and be of material service in advancing the cause of Deaf-Mute Education in this country.

Reports are expected from several Committees. The members of those Committees will please notice in the proceedings of the Second Convention, the various subjects on which they are to report.

Efforts will be made to secure to the members of the Convention, the railroad facilities usually afforded on such occasions.

A full and punctual attendance is earnestly requested. Please return an early answer.

COLLINS STONE,

Superintendent of the Ohio Deaf and Dumb Asylum, and Committee of Arrangements.

COLUMBUS, May 2d, 1853.

The undersigned cordially concur in the invitation to the American Instructors of the Deaf and Dumb, to hold the Third Convention at Columbus, in August next. They have great pleasure in tendering the hospitalities of the Institution to the members of the Convention.

H. WILSON,
THOS. SPARROW,
J. GREENLEAF,

Committee Ad Interim in behalf of the Board of Trustees of the Benevolent Institutions of Ohio.

AMERICAN ANNALS
OF THE
DEAF AND DUMB,

EDITED BY
LUZERNE RAE,

UNDER THE DIRECTION OF
W. W. TURNER, OF CONNECTICUT, H. P. PEET, OF NEW YORK,
J. S. BROWN, OF LOUISIANA,
EXECUTIVE COMMITTEE.

VOL. VI.

HARTFORD:
PUBLISHED BY THE CONVENTION OF
AMERICAN INSTRUCTORS OF THE DEAF AND DUMB.
1854.

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AMERICAN ANNALS
OF THE
DEAF AND DUMB.

VOL. VI., NO. I.

OCTOBER, 1853.

PROCEEDINGS OF THE THIRD CONVENTION OF AMERICAN
INSTRUCTORS OF THE DEAF AND DUMB.

[ACCORDING to our custom heretofore, we publish in the present number of the ANNALS the Report of the late Convention of American Instructors of the Deaf and Dumb, held at Columbus, Ohio. But we have found it necessary to omit certain portions of the Report, in order to bring it within manageable compass in respect to magnitude. It will soon be published in full, by the Ohio Institution. EDITOR.]

IN accordance with a resolution adopted at Hartford, in the month of August, 1851, the THIRD CONVENTION of American Instructors of the Deaf and Dumb assembled at the Institution for the Deaf and Dumb, in the city of Columbus, Ohio, on Wednesday, August 10, 1853, at 10 o'clock A. M.

The Convention was called to order by JAMES S. BROWN, Esq., Superintendent of the Louisiana Institution, and on his motion,

HORATIO N. HUBBELL, Esq., formerly Superintendent of the Ohio Deaf and Dumb Asylum, was appointed Chairman, *pro tem*.

On motion of Rev. COLLINS STONE,

Prayer was offered by Rev. H. L. HITCHCOCK.

On motion of Mr. STONE,

REV. JOHN R. KEEP was then appointed Secretary, *pro tem*.

On motion of LUZERNE RAE, Esq., of Hartford,

Resolved, That a Committee of one delegate from each of the institutions represented here, be appointed to nominate permanent officers of the Convention.

The resolution was unanimously adopted, and the following gentlemen were appointed as said Committee, viz.:

Messrs. RAE, of Connecticut, Van Nostrand, of New York, Stone, of Ohio, Brown, of Louisiana, Gillet, of Indiana, Morris, of Tennessee, and Cheek of Kentucky.

The Committee retired for deliberation.

On motion of Mr. SAMUEL PORTER, of Hartford,

Resolved, That a Committee of three be appointed to examine the credentials of persons presenting themselves as members of this Convention. Adopted unanimously.

The CHAIR appointed the following gentlemen as said Committee, viz.: Messrs. Porter, of Hartford, I. L. Peet, of New York, and R. L. Chittenden, of Ohio.

REV. COLLINS STONE, Superintendent of the Ohio Institution, announced that he had received a number of letters from gentlemen abroad, who were unable to attend the Convention.

On motion the letters were read.

Dr. PEET inquired if all the letters had been read?

Mr. STONE replied that they had, at least all that were intended to be presented.

Dr. PEET remarked that one of the directors of the New York Institution had proposed to be present on this occasion, but as he had not yet arrived, the supposition was fair that he would not do so. The gentleman to whom he referred was the First Vice-President of the institution, Gen. PROSPER M. WETMORE. If practicable, he had intended to prepare a letter for presentation to the body. In the event of his inability to appear, by letter or in person, Dr. P. had been requested to make his apology. The absence of the gentleman was probably owing to the occurrence of illness in his family.

Mr. RAE, from the Committee on Nominations, made the following report:

FOR PRESIDENT, HON. JOHN W. ANDREWS, of Columbus.

FOR VICE-PRESIDENTS, REV. WM. W. TURNER, of Conn; Dr. H. P. PEET, of New York; REV. SAMUEL B. CHEEK, of Kentucky; REV. COLLINS STONE, of Ohio; THOMAS MCINTIRE, of Indiana; O. W. MORRIS, of Tennessee; J. S. BROWN, of Louisiana.

FOR SECRETARIES, ISAAC LEWIS PEET, of New York; RICHARD L. CHITTENDEN, of Ohio.

The Report of the Committee was unanimously adopted.

On motion of Mr. BROWN,

MESSRS. STONE and TURNER were appointed a Committee to conduct the President to the chair.

HON. JOHN W. ANDREWS on assuming the chair, returned his thanks for the honor conferred upon him. He deemed it a high honor to be called to preside over the deliberations of this Convention. It was an assemblage of Christian men, engaged in a work of love, and seeking to honor God by doing good to man. He was gratified that the body had met in the capital city of his State. However the public spirit might differ on questions of political import, the citizens of Ohio, he begged the Convention to be assured, were thoroughly agreed upon the one great question of the propriety and necessity of encouraging their charitable institutions. He who in any manner sought to promote the welfare of these institutions was looked upon as a public benefactor. The speaker had no doubt that the present meeting would result in good to the deaf and dumb, whom it seeks to benefit directly, and also, that it would greatly influence the public mind for good, and that its fruit would remain.

On motion of Mr. BROWN,

Resolved, That a committee consisting of one delegate from each of the institutions represented, be appointed by the chair to report the order and form of business to be submitted to the consideration of the Convention. The resolution was adopted unanimously.

The CHAIR appointed the following gentlemen as said Committee: MESSRS. BROWN, TURNER, PEET, STONE, MCINTIRE, CHEEK and MORRIS.

On motion of Mr. TURNER,

Resolved, That the Business Committee be instructed to draft and report rules for the government of the Convention. The resolution was adopted unanimously.

On motion of Mr. BROWN, the Business Committee had leave to retire.

Dr. PEET, on behalf of the Business Committee, suggested that all those delegates who intended to read papers before the Convention, should hand in the titles of said papers to the Committee.

Mr. WILLIAM WILLARD offered the following resolution :

Resolved, That whereas one of the prominent objects of our meeting is for mutual edification and improvement, as regards the best and most available methods of imparting instruction through the medium of the sign-language, all the members of the Convention be respectfully invited and requested to deliver their addresses in the sign-language, as far as they can conveniently do so ; and that interpreters be solicited to read the same *viva voce* for those present not familiarly acquainted with signs.

Dr. PEET moved, as an amendment, that an interpreter be appointed for the benefit of the deaf and dumb, and that the discussion take place *viva voce*.

On motion of Mr. HUBBELL, the resolution with the pending amendment was referred to the Business Committee.

The Business Committee here returned and reported through their Chairman the following Rules for the government of the Convention, viz. :

RULES.

I. The members of this Convention present at any time appointed for a meeting, shall constitute a quorum for all purposes of general discussion and debate and of adjournment.

II. The President or one of the Vice-Presidents, or in their absence, a member chosen by the majority for the purpose, shall preside at each meeting of the Convention.

III. The proceedings at each meeting shall be in the following order :

1. Reading of the minutes of the previous meeting.
2. Reports from Committees.
3. Reading of communications.
4. Unfinished business.

IV. All Committees shall report in writing.

V. Every resolution shall be reduced to writing and subscribed by the name of the member offering the same.

VI. At all meetings of the Convention, the rules of proceeding shall be those contained in Jefferson's Manual, except in those cases herein specially provided for.

Mr. STONE moved a concurrence in the report of the Committee. Carried.

Mr. BROWN moved that the members of the Convention vote by raising the hand, in order that the deaf mutes present might be able to participate fully in the proceedings.

Dr. PEET said he would not exactly oppose this motion, but he thought its practical operation would be found inconvenient. To him it would be altogether the most satisfactory that the question be taken by ayes and noes, the deaf mutes themselves voting by the uplifted hand. The vote could in no case be simultaneous, because the deaf mutes must necessarily have the matter explained. This, he thought, would be found annoying, and calculated to retard business. From expressions of opinion he heard around him, he believed the Convention was decidedly in favor of taking the questions *viva voce*, as is done in other assemblies. He proposed that this arrangement be carried out now, and that the vote of the deaf mutes by raised hands be taken after the vote by ayes and noes. He did not make this as an amendment, but in order to explain the difficulties observed in former conventions.

Mr. BROWN amended his motion in accordance with the suggestion of Dr. Peet. He now moved that the vote of speaking members be taken *viva voce*, and that of deaf mutes by raising the hand.

Mr. STONE explained that the mass of the deaf mutes present were not members of the Convention. Some of

them were graduates of the Ohio Institution, and others were in attendance from different States, at a Convention of their own.

Mr. BROWN's resolution, as amended, was then adopted.

Mr. STONE moved that Mr. AYRES, of Hartford, be appointed interpreter for the Convention. Carried.

Mr. CLERC was in favor of all the members of the Convention voting by the uplifted hand. He thought it would create confusion to have two methods.

Mr. PORTER, in behalf of the Committee on Credentials, requested gentlemen to give in their names.

Mr. BROWN, from the Business Committee, reported in part the titles of papers to be presented to the Convention, as follows:

On the Difficulties encountered by the Deaf and Dumb, in learning Language; by COLLINS STONE.

On the Benefits conferred upon the Deaf and Dumb by the usual course of instruction; by R. L. CHITTENDEN.

On the Philosophical Basis of Language; by LUZERNE RAE.

On the Best Method of Teaching Language to the Higher Classes in our Institutions for the Deaf and Dumb; by JOHN R. KEEP.

On motion of Mr. Stone,

Resolved, That a Committee of three be appointed to invite such gentlemen as they may think proper to sit with this Convention. Adopted.

The CHAIR appointed Messrs. Stone, Dr. Peet, and Brown, as said Committee.

Mr. STONE moved that if there was no further business before the Convention, Rev. JOHN R. KEEP, of the Ohio Institution, be now invited to read his paper on the "Best Method of Teaching Language to the Higher Classes in our Institutions for the Deaf and Dumb."

Mr. KEEP's paper was accordingly read.

Mr. VAN NOSTRAND offered the following resolution:

Resolved, That the meetings of the Convention be opened with an explanation of Scripture and a prayer in the language of signs, by some person invited by the President of the Convention.

Dr. PEET considered it exceedingly important that an exposition of a passage of Scripture in the language of signs should be made, and that a prayer should be offered in the same manner. The language of signs is the only poetry which the deaf mute knows ; it is the most impressive, also, that can be devised. It is peculiarly fitted for devotion ; and as many, and especially teachers of deaf mutes were present, he thought the proposition that had been made, came with peculiar appropriateness. He cordially seconded the motion. The resolution was adopted unanimously.

On motion of Mr. VAN NOSTRAND,

Resolved, That the meetings of this Convention be open to the public, and that the usual facilities be afforded to the reporters of the public press.

Mr. BROWN remarked that some thoughts had been suggested to his mind by the paper that had just been read. He considered that it would be interesting to hear the views of teachers present, and proposed that the subject of the paper be made the special order for the afternoon.

Mr. VAN NOSTRAND appealed to the usage of former Conventions. It was customary to allow a subject to come up in its proper order and place. He had himself a paper to present embodying views directly opposite to those maintained in the paper which had just been read. He therefore moved that the whole question be deferred until the afternoon session, when it could be properly considered.

Mr. RAE seconded this motion. He was in favor of devoting the entire afternoon to the discussion.

Mr. KEEP thought there was an obvious propriety in having the whole case presented at once.

Mr. TURNER moved that the paper of Mr. VAN NOSTRAND be read immediately upon the the reassembling of the Convention in the afternoon, and that the discussion of the subject be then taken up. He further moved that the whole subject be deferred until after the reading of Mr. VAN NOSTRAND'S paper. He desired neither to approve nor disapprove until both sides of the question had been presented.

Mr. BROWN withdrew his motion.

Dr. PEET was happy to perceive that our meetings were not likely to prove uninteresting through a want of discussion on the subjects to be presented. The paper which had been read embodied many important views very clearly expressed. As had been remarked, however, by his friend from Hartford, Dr. P. was anxious neither to approve nor disapprove until the question in dispute had been fairly presented. Our object is to arrive at truth. This, he presumed, was the purpose of every delegate who was then present. In order to do this, it is desirable that views, *e toto cælo*, should be presented, so that a medium may be reached, the truth be arrived at, and the result attained by each be perhaps modified. He trusted the discussions would be courteous and liberal, and hoped that time would be afforded after the reading of each paper, for a general debate upon the points presented.

Mr. VAN NOSTRAND discussed the power of the Convention and its members to take action upon questions. He held that no collective action could be taken. As individuals, members possessed the right to assent to or dissent from a proposition, but as a convention they can not.

Mr. BROWN could not quite agree in this assertion. He claimed that the Convention had a perfect right to indorse or not indorse the views that might be laid before it.

The discussion here dropped.

Mr. STONE called for the report of the Committee on Credentials.

Mr. BROWN presented the following list of delegates who were entitled to seats in the Convention, viz.:—

FROM THE AMERICAN ASYLUM AT HARTFORD. Rev. Wm. W. Turner, Acting Principal; Luzerne Rae, Instructor of the High Class; Laurent Clerc, Samuel Porter, J. A. Ayres, O. D. Cooke, J. C. Bull, Instructors; Mrs. White, Matron.

FROM THE NEW YORK INSTITUTION FOR THE DEAF AND DUMB. Harvey P. Peet, LL. D., President; J. Van Nostrand, Senior Professor; I. Lewis Peet, Instructor of the High Class; G. C. W. Gamage, Mrs. E. C. Bacon, Instructors.

FROM THE DANVILLE (KY.) INSTITUTION. Rev. Samuel

B. Cheek, Assistant Superintendent and Teacher; John Blount, Jordan D. Cozatt, Teachers.

FROM THE OHIO INSTITUTION. Rev. Collins Stone, Superintendent; H. N. Hubbell, former Superintendent; Henry Wilson, David Robb, Trustees; J. R. Keep, R. L. Chittenden, L. H. Jenkins, D. E. Ball, P. M. Park, Instructors; Mrs. Stillwell, Matron.

FROM THE INDIANA INSTITUTION. Rev. Thomas McIntire, Superintendent; Rev. L. H. Jameson, Trustee; Dr. W. H. Latham, Teacher of Senior Class; Wm. Willard, P. G. Gillet, J. S. Lattin, M. Moore, Teachers; Miss Jameson, Matron.

FROM THE TENNESSEE INSTITUTION. O. W. Morris, Superintendent.

FROM THE ILLINOIS INSTITUTION. William D. Kerr, Superintendent.

FROM THE LOUISIANA INSTITUTION FOR THE DEAF AND DUMB, AND BLIND. Jas. S. Brown, General Superintendent; M. M. Hanson, Teacher.

FROM THE WISCONSIN INSTITUTION. F. K. Phoenix, Secretary of Board of Trustees.

Mr. STONE, from the Committee on Invitations, reported in favor of inviting the following gentlemen to take part in the proceedings of the Convention, viz.:

Rev. H. L. Hitchcock, Rev. M. Hicks, General John Patterson, Jacob Hare, Esq., and Dr. Charles P. Turner.

The report of the Committee was adopted and the gentlemen named were invited to participate in the deliberations of the Convention.

On motion of Dr. PEET,

The Convention took a recess until two P. M.

AFTERNOON SESSION.

The Convention reassembled at two o'clock,—the PRESIDENT in the chair.

Mr. AYRES requested to be excused as interpreter.

Mr. CHITTENDEN was appointed in place of Mr. AYRES.

Mr. STONE, from the Committee on Invitations, reported the names of Rev. Dr. Reynolds and Rev. Mr. Greenwald as having been invited to sit with the Convention.

The report of the Committee was adopted.

Mr. BROWN, from the Business Committee, further reported the title of the following paper.

"On the Cultivation of the Sign Language as a means of Mental Improvement for the Deaf and Dumb; by J. VAN NOSTRAND, of New York."

The paper was thereupon read.

The subject being now open for discussion,

Dr. PEET remarked that as preliminary to the consideration of the questions presented, it was important that the communication read by Mr. Keep should not be misunderstood or misapprehended. In order to obtain correct results it was necessary fully to comprehend the subject under debate. He would call upon the gentleman who had read the paper to state his view of the limits of the sign language—at what part he would cease using signs—whether in his intercourse with the pupils in the school-room he would use signs as expressive of ideas—if he used signs as instruments of explanation or as instruments of comprehension—and whether he would employ signs in imparting religious instruction. Dr. P. wished to ascertain whether he had understood Mr. Keep, and deemed it essential to a correct understanding of the question that the limitations should be defined.

Mr. KEEP thought the suggestion made by Dr. Peet was a wise one. It was quite essential to an intelligent discussion of the subject under debate, that a proper understanding should be arrived at. His only fear was that he should detain the audience too long. His opinion in regard to the use of the sign language had been pretty clearly expressed in the first sentence of his paper. He considered that at the end of the fifth year of the course, the groundwork of instruction is completed. The principles of construction are then understood, and a very extensive vocabulary is comprehended. How to teach written language was a distinct

proposition which he took up and discussed. There were many points in connection with this matter in regard to which it might be considered as pushing a theory to extremes to lay down specific rules. Many words required the use of signs for their perfect comprehension. Of course he was not so foolish as to insist on the hands of the pupil being tied. He was in favor of the employment of a clear, intelligible sign-language in all the earlier stages of the course. He particularly urged the importance of a clear language. He considered that the great question was whether the intelligent pupil, when he has obtained a knowledge of written language, is not required to drop the sign language at certain points and make his views known in written language.

Dr. PEET rose to reply. After remarking that there was not quite that eagerness to obtain the floor which he had expected to see—judging from the indications of the morning, he said that the gentleman who had just spoken, had presented his side very ably. The difference between them was not very wide. Dr. P. knew no better way to discuss the question now before us than for each to give a statement of his views on the general subject of deaf-mute instruction. He went for the cultivation of the sign language to the highest possible point of development. He considered this language, in the hands of a master, sufficiently copious and precise to express all ideas—physical, intellectual and moral—that can be expressed by speech. It was allowed on all hands, that this language was indispensable in the first lessons. He went farther, and considered it not merely the means of explaining the earlier lessons in language, but as above all the best means of mental and moral development that can be provided for deaf mutes. He would not, by any means, say that it was advisable to use signs always; but to realize the full benefit of this language it should be used with the greatest degree of grace, expressiveness and precision, and can this be attained when signs are used but from necessity and are neglected and thrown aside with contempt as soon as the teacher judges it possible to dispense with their aid? It may be said that signs are but the instru-

ments, the tools, so to speak, of our labor; but is not every labor facilitated by bestowing care and thought and time on the improvement and mastery of its tools.

But it is objected that the design of instruction is not to teach the pupils to use signs, but to use words. True, the attainment of written and spoken language is the higher and ultimate end of our labors, but signs serve as something more than the mere scaffolding used to raise the edifice, and thrown by as useless lumber when that is done. They form in fact, a very material part of the building. We have compared them to instruments; they may perhaps be better compared to the cement that holds the building together. To give to written words and phrases a sufficient cohesion in the minds of deaf mutes, we can do no better than to *imbed* them in signs. To give our building metaphor another turn, the signs may be said to raise the frame of the building, words then come in as weather boarding, and plastering and moldings, till what was a mere skeleton stands up graceful, beautiful, and fitted for its designed uses.

[Dr. Peet proceeds at great length. Taking "the case of a pupil, such as the average of those sent to our schools for instruction," he carries him through the whole course of study, showing what, in his judgment, is the best method of procedure. If we should print the entire speech, as written out since it was delivered, it would encroach upon space which we need for other purposes, and be, moreover, out of all proportion to the speeches of other members of the Convention, which appear only as condensed by the reporter. The Doctor will excuse us, therefore, for cutting him short. EDITOR.]

Mr BROWN said he had designed to mingle but little in this discussion, but some remarks were due to his own feelings in relation to the subjects that had been brought up. He became convinced long since that signs were used too much by the deaf and dumb. He did not wish to show that they were used to great excess by teachers, but was of the opinion that the deaf and dumb rely altogether too much upon signs as a means of intercourse between themselves. The great thing is to communicate the English language as it is written. The best way is not to employ a jargon under the title of natural language. He would not say "City,

New York, to-morrow, I go," when meaning to express the idea, "I shall go to New York to-morrow." This would be worse than Greek or Hebrew, be it natural or unnatural. Unless we employ natural language it is better to throw away all language. He favored the employment of a system of methodical signs, where signs become necessary.

Dr. PEET suggested a single inquiry. In speaking of the mode of instruction pursued in the New York Institution, he had adverted to the forms of expression. How would the gentlemen proceed so that the laws of construction should be impressed on the pupil's mind, so that he may get the idea? He directed attention to this one single point.

Mr. BROWN replied he was not certain that we should be compelled to adopt signs for such a purpose. The pupil may be already familiar with ideas which, when put together, may express the sentiment indicated. In presenting the idea in the first instance the speaker did not object to the employment of signs, but to their repeated use he did object. If we write down the ideas expressed by this sign language, we find it nothing but a jargon. We are told that it is understood by the mutes. That is true; but connect a mute with refined society, and it is utterly useless. As he was interrupted, he was about to refer to another branch of the language of signs. His attention had been turned to the subject two or three years ago. He referred to the branch of methodical signs. Those only who had seen the extent to which methodical signs are instituted for natural signs in the instruction of the deaf and dumb, could be aware of the advantages of the system. The speaker believed in the use of natural signs in all ordinary communications of fact to the pupil, especially for the investigation of simple facts and forms of expression that are not very complicated; but after the first expressions, let methodical signs be adhered to rigidly, and never let natural signs be reverted to except on the first occasion. He had not traveled in Europe, but he had observed with care the operations of institutions in this country. He believed that in the United States no pupils were to be found superior to those of the Kentucky Institu-

tion. The pupils there are educated without the use of natural signs at all, with the exception, perhaps, of the first explanations of the idea. This result was unexpected, and many could not account for it. He took it as a convincing proof of the efficiency of the system of methodical signs, to which he adhered as the grand means and grand instrument of success. The term methodical signs, he claimed had been much misunderstood.

Mr. JENKINS, of the Ohio Institution, discussed the proper use and extent of the sign language. The deaf and dumb do not understand the idiom of the English form. We can not introduce it, because the deaf and dumb will employ an idiom of their own which is as much a natural language to them as the Chinaman's to him. He believed we should use the sign language to the fullest extent, until we shall attain such a degree of excellence in its use as to express the most delicate shades of thought.

Mr. RAE said, that although he had never made a speech in his life, and was not going to begin now, yet there were a few things which he wished to offer. The great work to be accomplished for the deaf and dumb, undoubtedly, is to give them a *good* knowledge of written language, the ability to understand it readily and to use it well. Were the deaf and dumb always to remain together in one community, their own language of signs would be available for the common purposes of life, and they would scarcely need any other; but this is not the case. They are soon to separate and mingle among men, with whose language it is all-important that they should be as familiar as possible. Mr. R. agreed with the gentlemen who had expressed their regret that the knowledge of the proper use of written language among the general body of the deaf and dumb should be so imperfect. He had often felt ashamed when gentlemen of his acquaintance had received letters from pupils who had been under instruction for several years, at the blunders they exhibited. There seemed to be a general agreement among instructors as to the fact of this deficiency; the great, practical point was to provide, if possible, a remedy.

From his own observation and experience, he had become convinced that while our pupils are permitted and encouraged to make use of signs so exclusively as they do now, they never will and never can become adepts in the use of words. Allusion had been made to the learned tongues. Our pupils are now taught the English language very much as the students of our colleges are taught Latin and Greek—that is, by a set of stiff, formal lessons, entirely one side of their every-day life and conversation, and about equal attainment is made in both cases. Constant *practice* is the only method by which they can reach anything like perfection, and this is impossible so long as signs occupy the prominent place that is now given them. He had often noticed that intelligent pupils had made more progress in the acquisition of written language during the few weeks of a vacation spent at home, than during a much longer period in the institution; and the reason was plain. At home, their intercourse with their friends was carried on by writing and spelling, while at school, most of their conversation was by signs.

On the general question respecting the use of signs, Mr. R. professed himself no ultraist. He was an eclectic. He believed that we should get the best of everything out of everything. In most cases, signs must be used to a greater or less extent. In some cases, perhaps, they might with advantage be dispensed with altogether. It is simply a question of quantity; when and how much we shall employ signs; and each teacher must exercise his own best judgment in regard to the particular pupils under his care. Mr. R. was convinced that, as a general rule, signs were used too much in all American institutions.

In regard to methodical signs, he would discard them altogether. He had written against them and spoken against them. He thought that they were often mischievous and always useless, serving no purpose which might not be better accomplished in some other way.

Dr. PEET remarked that this discussion illustrated the necessity of a definite understanding. He conceived that there

was now scarcely any difference of opinion on the subject which had been presented by both sides, with perhaps one or two exceptions. With regard to the use of methodical signs, he related the following anecdote :

Bebian relates that one day seeing one of Sicard's assistants dictate to his class the phrase *roasted chestnuts*, (forming part of a vocabulary,) he caused roasted chestnuts to be brought into the class, and demanded their name. All the pupils replied that they did not know, and were much surprised when told that they had just written the name. The difficulty was that the teacher had signed for the word *roasted*, as he would to express *roasted veal*. He had put the chestnuts on the spit. On another occasion Bebian saw one of Sicard's disciples dictate to a pupil at a public exhibition, the sentence, "The cat is a domestic animal." For the word *domestic* he figured a *lackey* or waiter.

He was opposed, however, to the use of methodical signs *for explaining* all the meanings of words, inasmuch as they would be unintelligible to the pupil. *

MR. BROWN. Not all, but all important ones.

DR. PEET. Dictate to a class a problem in Euclid in methodical signs, and the pupils will not understand a single mathematical principle. You must first express the idea in the natural sign-language, and then reduce the same idea to a grammatical arrangement by methodical signs, corresponding to the English form in which the idea is expressed in language.

MR. AYRES could not but think, judging from the illustrations that had been brought forward, that the difficulty was not more in the description of signs used, than in the comprehension of those to whom signs are addressed. There was trouble in the camp somewhere. If we are right we should be able to come together. He had been exceedingly interested in the method of instruction pursued in the Kentucky Institution, where methodical signs are employed. Signs were made for words, but after all they proved to be natural signs. He was at one time entirely opposed to the use of methodical signs in school, but during the last year

his attention had been turned to the subject anew by being associated with some deaf mutes who were able to use these signs and bring themselves into intimate connection with other persons. He desired to know if it was not possible to use pure signs where the signs were not arbitrary. Arbitrary signs, he considered, have a tendency to degrade language; they tend to sink it lower. He did not know that it was possible to adopt a pure system, but his hopes had been kindled by the discussion that had come up here. He would add but a single word as to progressive and reformatory tendencies. We came here to consult, not to dogmatize; and with earnest heart we ought to ascertain what we can do for the deaf and dumb, and then to do it well. They have a hard time of it in life, we all know, and we should do what we can to help them along.

Mr. TURNER expressed surprise that the discussion should have taken so wide a range. The simple point at issue was the question whether the use of signs should not be discontinued at certain periods. Instead of confining themselves to this point, gentlemen had taken up the whole subject. The whole course of instruction had been spread before us. He did not object to this at the proper time, but so general a discussion as this, seemed irrelevant while debating a single point. Instead of going into the whole matter of signs, he would just allude to some of the points made, for the purpose of elucidating the subject. It was obvious that there was considerable fog somewhere. It reminded him of the anecdote of the Scotch clergyman, who, when expounding a chapter in St. Paul's epistles, was entirely at a loss what interpretation to give to a particular verse, but got over the difficulty by exclaiming, "My friends, St. Paul seems to have been somewhat *confused* in this passage." Mr. T. considered that the fog in this case, as in that, lay in the minds of gentlemen themselves. He considered that we were yet all learners. His friend from the New York Institution had been tugging at the oar for thirty years, and he had acknowledged that he is still learning. We are not yet

mature, not like Minerva as she sprang from the head of Jupiter full-armed and equipped; we are still beginners. The divisions here to-day were not those of north and south, east and west, and not as they were at Hartford two years ago. Those who, on that occasion, favored the use of systematic signs, are now quite on the other side, while others who were there advocates of written language have come round to methodical signs. All leads to the conclusion that we have not settled the question. A vast field is yet to be explored. It will not be traversed speedily, and some of us will never see the other side of it. He held with his friend from New York, that in every process in the beginning of instruction the teacher must use signs, natural signs with the systematic or methodical occasionally. But he considered that their too frequent use would not be for the best. He believed we should use written language much more than we do. Still signs have their use in every part of a course of instruction, and can not without injury to our pupils be entirely dispensed with. They are particularly useful in explaining the meaning of a new word. Take for instance so simple a word as the name of the Indian's weapon, *bow*. It would require a long time to spell out or write out such an explanation of it as would clearly indicate the precise thing intended, and even then the pupil might not get the right idea of it. But let the teacher assume the attitude of an Indian discharging his arrow at a deer, and then say that the piece of wood which he holds in his hand and which he bends to give the spring, is intended by the word *bow*, and the whole is lucid and fully comprehended by the deaf mute. So in teaching the other meaning of the same word, how much quicker and surer can it be done by simply inclining the head forward than by any verbal definitions which the teacher could give. Mr. T. would direct his remarks particularly to that part of the discussion that had been referred to in the morning, with respect to questioning the pupil. He was teaching Cutter's Physiology to an advanced class, and gave his pupils the hard words to define with the aid of a dictionary, such as *aorta*, *vena cava*, &c.,

and then proceeded to find out whether each pupil understood the lesson well, by requiring an explanation of these words by signs. The pupil may be able to spell the language of the book accurately, but may have no proper appreciation of its meaning. We may find that though he can spell *diaphragm, pericardium, &c., &c.*, yet when required to give the definitions by signs, he is, to use a cant expression, "up a stump." Now if we are allowed to make the sign for the part of the body that is indicated by the word, the doing of which occupies only half a minute, the pupil is able to comprehend it at once. But if we do not use signs at all, he may not clearly understand its meaning. He would therefore recommend that signs be used in questioning the pupils to ascertain if they understand what they have studied. We see therefore that signs have their use in the school-room at all stages of instruction, and though they are liable to abuse, they should not be discarded, and can not be without great injury to the pupil. It had been mentioned that at one time, in the Hartford institution, there was a rule that signs should not be used among the pupils themselves. He had forgotten that there was such a rule. It might have been on the statute book, but it had never been enforced. He had a single remark to make in reference to Mr. Van Nostrand's paper, in many of the views expressed in which he agreed fully. In the main he was satisfied with the article, but he differed on the subject of the course of instruction and the mode in which it was carried out. Mr. Van Nostrand says we should teach the principles of language when we teach the language itself. Mr. T. thought it better to teach the pupil some language before we teach him the principles of that language. As the mind of the pupil became more and more mature then teach him principles. He proceeded to illustrate by examples. He had listened with attention to the remarks of Dr. Peet, according to which the laws of construction and the collocation of words meant the same thing. If the gentleman meant nothing more by the laws of construction than the collocation of words, the speaker agreed with him perfectly. But for himself he preferred teaching by model

sentences at first and allowing the pupil to arrive at an understanding of principles afterward.

Dr. PEET remarked that the terms were employed in accordance with the laws of grammar. He never explained technical grammar at the commencement of instruction. The language he had employed was susceptible of very easy explanation.

Mr. TURNER said he had a single word in answer to the gentleman from New York. He thought that Dr. Peet had insisted too much on the importance of knowing one book thoroughly, and thereby obtaining such a knowledge of language as to understand all others. Mr. Turner agreed with the gentleman so far as this, that what we do teach should be taught thoroughly. The difficulty is that we have not philosophical minds to deal with. Some bright minds in our classes may get a knowledge of language in this way, and use it very well, but with the large majority we may hammer in this way upon their minds till the day of their death and never obtain results. He had been surprised to hear the gentleman from Louisiana denounce the language of signs as a "jargon."

Mr. BROWN—interrupting—said he had employed the word to indicate the signs of conversation employed by deaf mutes among themselves.

Mr. TURNER likened the sign language to the language of the Indian. It is unintelligible to us, and so would ours be to him. We might go farther and say his language is barbarous. But what missionary who goes among the Indians refuses on this account to acquire their dialect? He must not only learn their language, but he must reduce it to writing. He must use that uncouth means of communication in all his intercourse with that tribe. Now it is the same with us. The signs of the deaf and dumb when compared with the English must be called an inverted language, but so far as they use it, it is a perfect language, and for beauty and effective expression it is not surpassed by any language ever yet spoken or used.

Rev. Dr. REYNOLDS inquired if all deaf mutes made signs alike?

Mr. TURNER. So nearly alike that they understand each other when they first come together, and their different systems of sign language soon become assimilated, so that in a short time they are completely identified one with another.

Dr. REYNOLDS rejoined that the answer did not quite meet the question he had in view. It was well known that aboriginal tribes, though speaking different dialects, were sometimes possessed of a species of *lingua franca* by which they held communication. He desired to ascertain whether all deaf mutes employed the same order of collocation?

Mr. TURNER said that unless the signs used were purely arbitrary, they were substantially alike. The pupils of American institutions have been found to be able to converse readily with French and German pupils, so far as the latter are allowed to use signs at all. The order of collocation was not important. As a general rule the deaf and dumb take first the leading idea of a phrase, that is the object first comes up, the predicate and the person speaking being last. This method of collocation prevails among the deaf and dumb generally. It is a natural mode of expression. The speaker would add one word as to the question brought up by Mr. Brown in regard to the use of methodical signs. That system had been thought capable of working wonders. So Sicard thought; so Gallaudet thought. But of late years, there has been a departure from that method. Experience has proved that natural signs have their use, and we know that methodical signs are serviceable. Mr. T. held that it was unwise and unsafe to adopt either extreme. Our true course lies probably between the two extremes.

Mr. RAE replied to what had been said in reference to the necessity of the use of signs by the pupils, in order that the teacher may know whether or not they understand the written language of their lessons. He saw no greater necessity for this in their case, than in that of hearing children. These last never use signs at all, and yet it is not difficult to discover whether they understand the language they learn. Just so it may be with the deaf and dumb. We can generally tell by the expression of the countenance whether the idea

is intelligible, and if there is any doubt, the pupil may be required to express it in other and more familiar words. Even for this purpose, he could perceive no *absolute necessity* for the use of signs, although time might be sometimes saved by employing them.

Mr. BROWN said he found himself compelled to choose between two evils. If signs were used at all, he would give the preponderance to those known as systematic signs. Natural signs were, in some cases, a mere humbug.

Dr. PEET. Will the gentleman have the goodness to be specific? Will he state in which institution, in his opinion, this humbug prevails?

Mr. TURNER. Explain in what it consists.

A question of adjournment was raised, and some debate ensued on points of order, when Mr. Brown was allowed to proceed.

Mr. BROWN replied that in employing the word "humbug," he had intended no personal application of it. He applied it to the general use of signs, which are of no available use whatever to the pupil when they cease to subserve any useful end. Reference had also been made to the matter of the "jargon" employed by deaf mutes. In using this term, Mr. B. would not be understood as referring to pantomimic representations or to the higher kinds of illustration, but to natural signs, in the pursuit of which he had lost much valuable time.

The discussion here dropped for the present.

Mr. STONE presented the following note of invitation to the Convention:

Gentlemen and Ladies:

The Committee on behalf of the Pupils' Convention, respectfully invite the members and guests of the Teachers' Convention to attend at the presentation of an honorary gift of gratitude and respect to H. N. HUBBELL, Esq., in this room, at such an hour to-morrow afternoon as will best suit the

convenience of the Convention. The ceremony of presentation, &c., would probably occupy only a very short time.

D. E. BALL,
WM. WILLARD.
P. N. PARK.

On motion of Mr. STONE, it was

Resolved, That the invitation just read, be accepted for Thursday, the 11th instant, at half-past 2 P. M.

Mr. VAN NOSTRAND presented the following resolution, which was laid on the table, to be taken up in its order :

Resolved, That a Committee of —— be appointed to consider and report a Constitution and By-Laws for the formation of an Association of the Teachers of the Deaf and Dumb, and others interested in the cause of deaf-mute education.

The PRESIDENT appointed Dr. PEET to open the Convention on Thursday, with an exposition of a passage of Scripture, and prayer in the language of signs.

A motion for adjournment being made,

Mr. COOKE inquired if the adjournment of the Convention this afternoon, would cut off all debate on the subject which had been under consideration ?

The PRESIDENT understood that such was not the case. Informally, the discussion might go on.

The Convention then adjourned until 9 o'clock on Thursday morning.

SECOND DAY.

Thursday, August 11.

The Convention reassembled at 9 o'clock, the PRESIDENT in the chair.

Dr. H. L. PEET gave an exposition in signs, of the passage of Scripture found in Isaiah xxix. 18, " And in that day shall the deaf hear the words of the book ;" and offered a prayer in the language of signs.

Mr. I. L. PEET read the minutes of the previous day, which were amended and approved.

On motion of Mr. TURNER,

Mr. O. W. MORRIS was appointed interpreter.

Mr. TURNER, from the Business Committee, to which was referred the resolution of Mr. WILLARD, reported as follows:

The Business Committee have duly considered the resolution of Mr. Willard, which was referred to them, and report that it is inexpedient to adopt it. They would, however, recommend that the rule requiring votes to be taken *viva voce*, should be changed and that all the members of the Convention vote on *all* questions by the uplifted hand.

On motion of Dr. PEET, the report was laid on the table.

Mr. STONE, from the Committee on Invitations, reported the name of Dr. R. J. Patterson, late Superintendent of the Hospital for the Insane at Indianapolis, as an invited guest.

On motion of Dr. PEET,

The vote adopted at the last session, that the vote of the deaf and dumb members of the Convention be taken by the uplifted hand, and that of hearing members by *viva voce*, was reconsidered.

The report of the Business Committee on the resolution offered by Mr. WILLARD, was then taken from the table and its recommendations adopted.

Mr. BROWN, from the Business Committee, reported the titles of the following additional papers to be presented to the Convention, viz.

1. The Personal Character of the Teacher, considered in reference to the Influence of his Example on the Character of his Pupils. By HARVEY P. PEET, LL. D.

2. On Teaching Grammar to the Deaf and Dumb. By Rev. W. W. TURNER.

3. On Deafness. By Mr. O. W. MORRIS.

4. On Teaching Articulation to the Deaf and Dumb. By Rev. THOMAS GALLAUDET.

5. Suggestions on the Trades and Professions of Mute Graduates. By Mr. JOHN CARLIN.

The Committee recommended that in the reading of these papers, they should be taken in the order of presentation, the latter being the last to be read.

The report was adopted.

Mr. TURNER, from the Committee to which was referred the subject of a High School for the Deaf and Dumb, and also that of Primary Instruction, presented a report.

The report was adopted.

Mr. PORTER, from the Committee on Statistics, presented a report embodying a plan of registration.

Mr. STONE, from the Committee on Invitations, reported the name of Rev. J. T. DONAHOE as an invited guest.

Mr. BROWN, from the Business Committee, reported a recommendation that the paper on the "Difficulties encountered by the Deaf and Dumb in learning language," by Rev. COLLINS STONE, be taken up and read as the first in order. Agreed to.

Mr. STONE read his paper.

Mr. BROWN said he had listened with unabated interest to the paper that had just been read, and he trusted it would meet with a unanimous approval. It had presented very concisely, and in their numerous bearings, the difficulties to be encountered in our profession. These difficulties all have experienced. Each teacher feels it to be his duty to smooth the path of the mute over them as much as possible. What direction discovery would next take in surmounting some almost insurmountable obstacles, he was unable at present to point out, but he felt as certain as that he stood here, that we are yet standing on the threshold of deaf-mute instruction, and that in time, we should look back, rejoicing in the influences which we now enjoy, but rejoicing more in what is to come, as being far superior.

Mr. COOKE commented on the anomalous character of the English language, as particularly exhibited when we try to teach it to the deaf and dumb. He advocated the rejection of grammatical rules in the earlier stages of instruction. We do not teach the language to any child, who can hear and

speaking, according to any fixed rule, but as he needs it for his use. He suggested that possibly this was the way to obviate some of the difficulties alluded to. Heretofore, in his judgment, we had taught language too much as a science, and not enough as a practical means of meeting the necessities of deaf mutes.

Dr. PEET said, that in common with other members of the Convention, he had listened to the paper with great interest. He commended the industry of the author in collecting so many instances of the anomalies of language. It was almost a paper on statistics. Dr. P. proceeded to adduce from the illustrations, based on the grammatical forms of language, the difficulty of imparting an understanding of which to the deaf mute, could not be fully appreciated until they are attempted to be taught.

He remarked that the diversity of structure between a language of gestures and a language of words, was one of the greatest difficulties in the instruction of the deaf and dumb. In this point of view every language has difficulties peculiar to itself, and the English language, from the comparative fewness of its inflections, and the greater simplicity of its construction, has perhaps, fewer difficulties than most others. Still, a very brief investigation will satisfy us, that they are sufficiently formidable, and afford full room for the exercise of all the skill, and patience, and perseverance, of the instructor.

The irregular inflections of nouns and verbs, in which respect our language is less burdensome to the memory than most others, is one of the least of those difficulties. The copiousness of the language, abounding in words radically different to express the same, or slight modifications of the same idea; as, *help* and *assist*, *foretell* and *predict*, *draw* and *attract*, *loving* and *amorous*, etc., gives to such words nicer shades of difference. But it is the syntax of speech that embraces the most formidable difficulties. The speaker said he would mention a few of these as specimens of many more.

Almost at the outset of the course, we meet with a serious difficulty in the use of the articles. These two little words

have nothing corresponding in the language of signs, and are used, in speech, with a capriciousness that sets general rules at naught. A boy eats *bread* and he eats *a* loaf. A man goes to *town* and he goes to *the* city. A man goes to *a* tavern, drinks *rum* and falls in *the* road. In these and in innumerable other cases, the deaf mute is sorely perplexed which article to use, or whether to omit both. We aid him by a classification of words and phrases of like construction, but only long practice can enable him to master all the irregularities in the use of these two particles.

The moods and tenses of verbs present difficulties which are neither few in number, nor of small magnitude. Every one who has studied a foreign language, must be aware, how difficult it is to seize distinctions in the moods and tenses to which there is nothing corresponding in our own tongue. There are commonly reckoned, in English, six tenses, but the forms of the verb which, in the instruction of the deaf and dumb, must be practically treated as tenses, amount to twelve or fifteen. As the deaf mute is accustomed to make no corresponding distinctions in his own language, you will readily perceive that it requires years to develop and inculcate practically, the conjugation of the verb.

One more example may suffice. The use of the abstract noun, so common in speech, is difficult for the deaf and dumb, not so much that this class of words represent ideas difficult of comprehension, as because these nouns change, in a peculiar manner, the signification of other words joined to them, thus forming innumerable idiomatic phrases. The deaf mute who readily comprehends the phrase, "The bird *flew into* a wood," will be sorely puzzled by the phrase, "The man *flew into* a passion." Similar to this are the phrases, *fall into* love, *fall under* suspicion, *give battle to*, *put in* fear, *take* pleasure in *find* fault *with*, and so on, almost *ad infinitum*. It is evident, that here a previous knowledge of the meaning of the verb and preposition, in other connections, can give little or no assistance; and when to the multitude of such phrases, which must be separately explained and separately committed to memory, we add the capricious form of the abstract noun

itself, derived from verbs and adjectives, in at least twenty different ways, it should no longer surprise us, that it requires so many years of assiduous labor for deaf mutes fully to master these intricacies of language.

Mr. I. L. PEET thought that no one could have listened to these discussions without feeling a sense of the dignity and beauty of the work which occupies our efforts. The paper just read had presented, clearly and fully, the difficulties under which instructors of the deaf and dumb labor. He conceived that the great difficulty in the profession was the want of time. No method that could be devised, was, in his opinion, to be a panacea for all the difficulties under which the teacher labors. Teachers should study these difficulties and systematize them. It is a desideratum that there should be a graduation of all the difficulties of the English language. The work has already been begun, but we want additional books of instruction,—not methodical signs, not natural signs, alone.

Mr. BROWN announced a paper by Mr. RAE, as the first in order for the afternoon session.

The PRESIDENT read the following :

COLUMBUS, O., Aug. 11, 1853.

The members of the Convention of teachers and friends of the deaf and dumb are invited to visit the Ohio Penitentiary, at a time convenient to themselves.

A. G. DIMMICK, *Warden*.

The invitation was accepted.

The Convention then took a recess until 2½ P. M.

AFTERNOON SESSION.

The Convention reassembled at 2½ o'clock, when the ceremony of the presentation of a testimonial to HORATIO N. HUBBELL, Esq., former Superintendent of the Ohio Asylum

for the Deaf and Dumb, took place in accordance with a previous announcement.

At the conclusion of these ceremonies, the Convention was called to order and resumed business.

The debate on Mr. STONE's paper was continued.

Mr. PORTER remarked that he was fully convinced of the importance of a systematic procedure in giving a knowledge of language to the deaf and dumb. By this he meant that a proper method and order should be pursued, based upon a scientific knowledge of the structure of language existing in the mind of the teacher, rather than that principles should be taught as such, distinctly and formally to the pupils. Much has been said of the advantage of what is called nature's method of teaching hearing children their mother tongue. But he believed that this had even in their case, its disadvantages, and that some degree of order and system, if employed, will enable them even to get a better knowledge of language and more quickly, than if left to unassisted nature. Much more is such aid needed for the deaf and dumb, deprived as they are, of the opportunity of learning language by the ordinary intercourse of life, and having to labor with the slow and cumbersome vehicles of writing and the manual alphabet. For example: it is important that the pupil should as early as possible, get an understanding of the meaning of some of the more common and easy of that class of words which we call transitive verbs, and of their use as preceded and followed by the name of some being or thing. Take the word *have*, for instance. Let its use first be learned, in reference to articles of property; then to objects standing in other relations, as *father, brother, &c.*; then to parts of a whole, as *feet, arms, head, ear, eye, leaves, branches, trunk, &c.* After this, not before, may come its use with the abstract noun, as, to have *knowledge, wisdom, strength, &c.* Were these last to be introduced before the proper time, they would confuse and puzzle, and retard or prevent the acquisition of the meaning of the simple word *have*. At the same time, supposing the pupil to have previously learned to use the words, *know, wise, strong*, he is prepared to understand

the distinction between these words and the abstract nouns, as we call them, *knowledge, wisdom, strength* ; perceiving, as he may now do, that the latter, unlike the former, are used with the word *have*, just as if they were the names of distinct objects. The manifold uses of the prepositions with abstract nouns, would make similar and even greater difficulties, in the absence of systematic order.

Mr. PORTER also proceeded to remark upon the importance of qualifying the pupil to use and understand definitions, and to gain the meaning of words through verbal explanations, and from their use in connected discourse. Were this done, they would not, when they leave the institution, be as they are when they have been carried through buoyed up all the way by the aid of signs, " Like little boys that swim on bladders," but would be capable of making further progress. In order, however, to accomplish this, it must be kept in view as an end, through the previous course of training, almost from the very beginning. The teacher must prepare his pupils for the understanding of certain modes of definition and explanation, before he comes to employ them as an aid. He must make his own definitions, adapted to the comprehension of his pupils. Text-books should also be furnished, with explanatory keys appended, prepared according to this idea.

Mr. TURNER commended the paper that had been read, and added some remarks concerning the indifference of pupils. There was, frequently, great difficulty in making the pupils study. This obstacle is greater than any and all that we have to contend with. Young pupils do not study ; those, particularly, in the early part of their course. Mr. T. alluded to the arduous labors of teachers in this, and other parts of deaf-mute instruction. We must, nevertheless, go forward, he added, and we must work.

Dr. PEET, in reference to the labors of teachers, narrated facts in regard to the Institution for the deaf and dumb in Ghent, where there are seventy pupils, under the care of the Brothers of Christian Charity, a religious organization. These Brothers devote to the pupils their whole time. They are scarcely seen out of the Institution. They labor in seas-

on and out of season, and are specimens of rare devotion, such as Dr. P. never saw or heard of before. For all this, they get nothing but their food and clothing. The speaker would not advise that we should go as far as this. In American institutions, it would neither be advisable nor necessary. He sympathized with the gentleman who had last spoken. He believed there was a great want of application, and that this was a chief difficulty to be overcome. He advocated greater attention on the part of teachers performing the duties of supervision.

Mr. AYRES remarked that he was born in a hilly country, but in coming to the West, he found they had vast plains, and he had heard of a famous reaper, of which they were a little proud, that saved the sweat and toil so long given to the gathering in of the grain. It was a fine invention. Grain was a great thing and must be had by the sickle, if necessary, but if the reaper would do the work, he should go in for that. And so in the case of the instruction of the deaf and dumb, in all the old and proved systems, he would willingly toil and sweat as the gentleman before him had said was so necessary, but if McCormick came, he would not be afraid to look at his reaper for fear he would have to hang up his old-fashioned sickle.

Mr. BROWN differed totally from gentlemen who had preceded him, in regard to the degree of application exercised by young deaf-mute children. He had never had any difficulty in getting them to study faithfully. He called upon the acting principal of the Hartford institution to say whether he had observed any difference between the application of speaking children in our common schools and deaf mutes.

Mr. TURNER replied to this inquiry, that in the school-room he had nothing to complain of. In the evening studies, however, he had experienced great trouble. The pupils would not give their minds to study, and were dilatory in committing to memory the lessons assigned them. It was not unfrequently necessary to have recourse to the rod.

Mr. BROWN said, that in his opinion, this was the worst heresy that had yet been broached. He had not only had no trouble in this way, but had had no whipping to do. If

a pupil could not get along without floggings, he desired to have nothing to do with him.

Mr. JENKINS narrated the case of a lad under his charge, whom he was compelled to flog once in every three months. That amount of discipline he found necessary, but when inflicted, it sufficed until another three months had passed, and in the mean time he would not ask for a better scholar. He was, in fact, his favorite pupil.

Mr. RAE begged that the "flogging question" might not be introduced into the Convention, of which he was sorry to see some danger. He would merely remark, in reference to the practice of the gentleman from Ohio, who was accustomed to flog a favorite pupil once every three months, that if the boy were *his* son, he should feel it to be his duty, as protector of the child and avenger of his wrongs, to flog the teacher just as often as the teacher flogged the pupil.

Some further debate ensued, and the subject was then dropped.

The reading of papers was resumed.

In accordance with the recommendation of the Business Committee,

Mr. RAE read his paper on the "Basis of Language."

Mr. VAN NOSTRAND expressed his satisfaction with the paper just read, and made some remarks in concurrence with the sentiments of its author.

Unfinished business was then taken up.

Mr. VAN NOSTRAND called up his resolution of the previous day, in regard to the appointment of a committee to consider and report the draft of a constitution and by-laws, for the formation of an Association of the Instructors of the Deaf and Dumb and others.

The resolution was taken from the table.

Mr. VAN NOSTRAND hoped that gentlemen would express their opinions on the subject of the resolution. He considered that the formation of an association of teachers of deaf mutes and others interested in the education of the deaf and dumb, would be attended with many advantages. It would give a vital existence to the body; and the proceedings of

these conventions would derive greater weight from the fact that they were the experience of a regularly organized association. He trusted that the project would be freely and fairly discussed.

Mr. TURNER moved that the resolution be laid on the table temporarily, until members could have an opportunity of considering the matter thoroughly. He believed the subject was too important to be hastily disposed of; and gentlemen were scarcely agreed as to the necessity or propriety of taking such a step.

Dr. PEET also thought the question should be delayed for future consideration.

Mr. STONE supported the resolution. He deemed it proper that the convention should have a permanent existence as an organized association.

• The resolution was finally laid on the table.

Mr. BROWN offered the following resolution :

Resolved, That the order of business may at any time be suspended, by a vote of two-thirds of the members of the convention.

On motion of Mr. COOKE,

The resolution was referred to the Business Committee.

On motion of Dr. PEET, it was

Resolved, That the thanks of the Convention be returned to the Warden of the Ohio State Penitentiary, for his polite invitation to visit the institution under his charge, and that the same be accepted.

The PRESIDENT appointed Mr. Turner to open the exercises of the next morning with an explanation of Scripture and prayer in the language of signs.

On motion of Dr. PEET,

The convention then adjourned until Friday, at 9 A. M.

THIRD DAY.

Friday, August 12th.

The Convention was called to order at 9 o'clock; the PRESIDENT in the chair.

REV. W. W. TURNER gave an exposition of Daniel xii. 4: "Many shall run to and fro, and knowledge shall be increased;" and offered a prayer, in the language of signs.

The minutes of the previous day were read and approved.

Mr. MORRIS was appointed interpreter.

The PRESIDENT read the following communication, received by telegraph:

CLEVELAND, Aug. 11.

Hon. JOHN W. ANDREWS,

President of the Deaf and Dumb Convention:

Delegates to the Convention who paid full fare over the Columbus and Cleveland Road, on their way to Columbus, will be passed free on their return, on producing a certificate of these facts from the Secretary of the Convention.

H. B. PAYNE,

Pres. Cleveland, Columbus and Cincinnati Railroad.

Mr. BROWN offered the following resolution:

Resolved, That it is desirable that the education of all deaf mutes should be without charge, no distinction of pay and state pupils being made.

Mr. BROWN, in supporting this resolution, said that the State of Indiana, in 1848, had led off alone in the passage of such a law as that contemplated in this resolution. Since that time not the slightest complaint had been made at the education of the deaf mutes of the state, free of charge. This fact had been recently referred to with satisfaction, by the executive of the state, in one of his annual messages. Mr. B. trusted the day was not far distant when it may be said to all the deaf mute, blind, or lunatic, in the United States, "You may come up, relying on the care of the state, which will act toward you as a kind and nourishing mother."

Mr. MORRIS indorsed the sentiments of the resolution. He had no doubt that such a proposition, if made in Tennessee, would be warmly received.

Mr. McINTIRE followed in some remarks on the general subject.

Mr. KERR, of Missouri, suggested as a modification of the resolution, that it be recommended to the legislatures of the west and south to adopt such a law as was contemplated by Mr. Brown's motion. He thought it desirable that the free education of deaf mutes should be made the law of each state.

Rev. Dr. HOGG, of Columbus, offered the following as an amendment to the resolution :

Resolved, That the trustees of institutions for the deaf and dumb in the United States, be respectfully requested to urge upon the several legislatures, the adoption of legal provisions, to secure this end.

The resolution, as amended, was unanimously adopted.

Mr. BROWN, from the Business Committee, reported the following additional rule, recommending its adoption, viz.:

"The order of business may at any time be suspended by vote of two-thirds of the convention present."

The rule was adopted.

Mr. BROWN also reported the following resolutions:

1. *Resolved*, That a General Committee, consisting of one individual from each institution, be appointed by the chair, to act as representative of this Convention when not in session.

2. *Resolved*, That the General Committee shall be empowered to continue its action though the Convention fail to meet on its regular adjournments.

The resolutions were adopted.

Mr. BROWN also reported the following :

1. *Resolved*, That in the opinion of this Convention, the mere multiplying of institutions for the deaf and dumb, does not necessarily promote the best interests of this unfortunate class; and that we can not recommend the establishment of a new institution, where from the state in which the same is

to be located, and those adjoining the same, a number of pupils sufficient for the organization of an institution of considerable size may not be expected.

2. *Resolved*, That it is recommended to contiguous states having a small number of deaf mutes, to unite in the support of a common institution.

Mr. COOKE opposed the resolutions, on the ground that it would cramp the energies of friends of the deaf and dumb were such action to be recommended.

Mr. JAMESON, of Indiana, thought the instruction of deaf mutes should partake of the nature, and be part and parcel of our great systems of state education.

Dr. PEET, considering that perhaps the subject was not sufficiently matured, suggested that it be laid upon the table.

Mr. BROWN supported the resolutions. He had not offered them with a view to excite discussion. He referred to a resolution adopted at the Hartford meeting, recommending the establishment of institutions in the western and southern states; when there was not a state at that time, having a population as large as that of Massachusetts, that did not have a new institution, and, as in the case of Kentucky, as large as a number of the institutions represented here by some of these delegates. He had drawn up a resolution in relation to this subject at the New York convention, which was carefully considered and was carried. In Indiana, he added, all we ask is given. He believed that each section of the country should have its full and appropriate credit, and was convinced that there was no more need of new institutions in the south-west, than there was in New England.

Dr. PEET said there was no design of reflecting upon the south or south-west, but he renewed his motion to lay the resolutions on the table.

Mr. COOKE explained the action of the Convention at Hartford.

Mr. STONE trusted the resolutions would be discussed in an amiable spirit. He suggested that they be referred back to the Business Committee.

Mr. JENKINS, of Columbus, seconded the resolutions. He said he did not live in the West, but midway between the West and the East. He considered that it made little difference by which section of the country new institutions were established. The work of establishing institutions in the West, by whomsoever done, was a missionary work. He added some remarks concerning the Ohio institution.

Mr. I. L. PEET hoped, as the matter was up for action now, that the Convention would vote directly upon it. The Business Committee had already considered it, and it was needless to refer it back to them.

Mr. VAN NOSTRAND called for the reading of the resolutions. The resolutions were accordingly again read.

Mr. STONE called for the question.

The question was then taken on the resolutions and they were adopted.

Mr. BROWN, from the Business Committee, reported the title of a paper on the "Use of Grammatical Symbols in the Instruction of the Deaf and Dumb," by Mr. I. L. PEET.

Mr. TURNER, from the Executive Committee, made the following report :

The Executive Committee, having in charge the periodical published by the Convention, entitled the "American Annals for the Deaf and Dumb," beg leave to report that the volume for the year just closed, has been printed by Messrs. Case, Tiffany & Co., of Hartford, in a manner to give them entire satisfaction. An edition of 750 copies has been issued and distributed, as follows :

220	copies	to	the	New	York	Institution.
200	"	"	"	American	Asylum.	
120	"	"	"	Indiana	Institution.	
90	"	"	"	Illinois	"	
60	"	"	"	Ohio	"	
30	"	"	"	Virginia	"	
20	"	"	"	Penn.	"	
10	"	"	"	S. C.	"	

The Ohio Institution has paid \$50; the Virginia Institution, \$30, and the Pennsylvania Institution, \$20. The printers' bill is \$341.97, and the editor's salary, \$200.00; total, \$541.97. Deducting the amount received as above, the balance now due is \$441.97. This sum has been apportioned among the institutions which have not as yet paid their shares, as follows:

The New York Institution,	.	.	.	\$151.93
The American Asylum,	.	.	.	138.12
The Indiana Institution,	.	.	.	82.87
The Illinois Institution,	.	.	.	62.15
The South Carolina Institution,	.	.	.	6.90
				<hr/>
				\$441.97

After some remarks by Mr. McINTIRE, the report was adopted.

By permission of the Convention,

Dr. PEET offered the following:

Resolved, That at the hour of twelve o'clock M., all business of the Convention be suspended, to allow Professor Clerc the opportunity of explaining the various processes of instruction pursued with classes of one, two or three years' standing.

Mr. BROWN moved that the publication of the "American Annals of the Deaf and Dumb," be continued until the next Convention.

After some remarks by Dr. PEET,

On motion of Mr. BROWN,

The subject was referred to the Business Committee, to be made the special order for the afternoon session.

The reading of papers was resumed.

Mr. R. L. CHITTENDEN, of the Ohio Institution, read his paper on the "Benefits conferred upon the Deaf Mute by the usual course of instruction."

Dr. H. P. PEET read a paper on the "Personal character of the teacher, considered in reference to the influence of his example on the character of his pupils."

On motion of Mr. STONE,

The Convention took a recess for five minutes.

On being again called to order,

Mr. STONE presented to the Convention a communication from Mr. Jacobs, of Kentucky, on the subject of the establishment of new institutions in the south and west.

Mr. STONE also presented a communication from Mr. J. R. BURNET, of New Jersey.

On motion of Mr. BROWN,

The first part of Mr. BURNET's communication, relating to the legal responsibilities of the deaf and dumb, was referred to a committee of three.

The PRESIDENT appointed Messrs. Stone and H. P. Peet, and the CHAIR was added.

The committee were instructed to report at the next Convention.

On motion of Mr. BROWN,

The second part of Mr. BURNET's communication, relating to a syllabic alphabet was referred to the committee before appointed on the subject of syllabic dactylology.

On motion of Mr. TURNER,

That part of Mr. BURNET's paper relating to the subject of mortality among the deaf and dumb, was referred to Mr. Porter as the Committee on Statistics.

Dr. THOMPSON, physician to the Ohio institution, offered the following resolution :

Resolved, That a committee be appointed (to report at a subsequent meeting) to inquire into the expediency of devising a more simple manual alphabet, together with a system of abbreviations and such other improvements as will facilitate the instruction of deaf mutes in the use of language, and consequently enable that interesting class to hold a more free and profitable intercourse with the world.

The resolution was adopted.

The following gentlemen were appointed as such committee: Dr. Thompson, Mr. Turner and Dr. Peet.

Dr. PEET offered the following resolution :

Resolved, That the report submitted by Mr. Porter, on the Statistics of the Deaf and Dumb and Mode of Registration,

be recommitted to the same committee, with instructions to prepare and publish a set of books and forms in blank, which may be used for the purpose of registration in our institutions for the deaf and dumb.

Mr. STONE read a communication from JOHN CARLIN, of New York.

Mr. STONE offered the following:

Resolved, That the subjects of the paper designated be referred to a committee to report at the next Convention.

Remarks were offered by Dr. PEET, Mr. MCINTIRE and Mr. KEEP.

Mr. LEWIS PEET said, that the subject was interesting and important, inasmuch as it respected the welfare of a class of the community whose happiness and prosperity we all had very much at heart. One principle, however, must not be lost sight of, namely, that the deaf and dumb must find their own level in the community as well as those who hear and speak, and that though they derived assistance from the sympathy naturally evoked toward them, their success or failure must depend upon their own qualifications and efforts. Some will naturally rise higher in the social scale, while others would fall lower, and all efforts to sustain them in a position higher than that they were fully qualified for would prove unavailing. Of the truth of these remarks Mr. Carlin himself, was a striking illustration. Being a gentleman of superior education and decided merit as an artist, he was able by his own independent efforts to secure to himself a comfortable share of the good things of this life and to take that position in society for which his talents fitted him. Among deaf mutes the speaker had known at least one successful editor, a postmaster, a merchant, a clerk in one of the governmental departments at Washington, a proprietor of a flourishing bookbinding establishment, a merchant tailor, and many, who as farmers or journeymen mechanics were earning a comfortable subsistence, and were in no respect inferior in their respective avocations to those enjoying the use of all their senses. Others there were, who from inferiority of qualifications, to whatever source it might be owing,

were obliged to content themselves with a less measure of success.

The mechanical department, though an incidental, he had always regarded as an important feature of institutions for the deaf and dumb. Spending from three to four hours daily in learning a trade, the pupils were able to acquire such a knowledge of it during the period allotted to their education, as would enable them to support themselves with very little additional instruction. The trades taught at the New York institution, were bookbinding, cabinet-making, tailoring, shoemaking, horticulture and wood engraving. In addition to this, all the pupils were instructed in perspective drawing, and mechanical drawing was taught to a select number. As soon as the circumstances of the institution would allow, it was in contemplation to establish a printing-press. In the choice of the trades the wishes of the pupils and of their friends had been invariably consulted. If in after years they had seen fit to change the employment in which they had become skilled at the institution, they had no occasion to find fault with their former instructors. How many in the hearing and speaking world found themselves in precisely the same condition.

As far as regarded the salaries paid to deaf-mute instructors, the amount varied in different institutions, according to their respective necessities. It was usual to employ gentlemen of liberal education in the instruction of the higher classes, and their services could not be obtained except for a remunerative compensation. Would it be expected that the same amount should be paid to those who, having had less education, could not perform the same service neither could command equal remuneration in any other sphere of action? There was every disposition in the various institutions to pay for the services rendered, and so soon as the education of the deaf and dumb should be carried to such a degree of perfection that they could perform the same services as instructors as their hearing and speaking colleagues and be equally safe guides in the acquisition of idiomatic English, all disparity in the salaries paid would cease to ex-

ist. The high classes recently established might contribute to this desirable result. These classes would, moreover, open new avenues to the efforts of the deaf and dumb, and we might hope to see them ranking with their hearing and speaking fellows as civil engineers and architects.

The resolution was adopted.

The following gentlemen were appointed as the committee to report upon the subjects brought forward, viz., Messrs. Stone, Van Nostrand and Rae.

According to previous appointment,

Mr. LAURENT CLERC gave an exposition in the sign language of the method of instructing the younger classes of deaf mutes.

The Convention took a recess until 2½ P. M.

AFTERNOON SESSION.

The Convention reassembled at 2½ o'clock.

Mr. KEEP was appointed interpreter.

Mr. MORRIS was excused from reading his paper on the "Causes of Deafness," as in consequence of the postponement of the Convention last year, it had already appeared in print.

On motion of Dr. PEET,

It was resolved that the paper be incorporated in the proceedings.

Mr. STONE presented the paper on "Articulation," by Rev. THOMAS GALLAUDET, of New York.

Mr. TURNER believed that teaching articulation was attended with very little if any good. It was his conviction that any partial efforts of this kind which are made by the deaf mute do not compensate for the time of the pupil that is taken from the classes, and that the attempt to teach it was useless.

Mr. McINTIRE inquired if the plan had not been attended with some success in the New York Institution?

Dr. PEET, in reply, said the idea had been entertained in the New York Institution that we can teach articulation successfully to two classes of pupils—first, to those who have lost their hearing so late in life, after acquiring a knowledge of articulate sounds, as to retain a recollection of them, and the other class was those whose deafness was not entire. Many cases of deafness are more apparent than real, and the ear remains as susceptible of culture as any other sense. Dr. P. cited an instance where four children from one family entered the institution, all of whom were unable to distinguish single sounds, but could comprehend a mass. After entering the institution their hearing and articulation improved, and three left, being able to use ordinary speech. He thought there was decidedly an advantage in pursuing the attempt to teach articulation in such cases, and added that it may be done in the ordinary operations of the school-room.

The paper on "Teaching Grammar to Deaf Mutes," by Rev. WILLIAM W. TURNER, was then read.

Some explanatory remarks were made by Mr. TURNER, and observations followed from Dr. PEET, Mr. VAN NOSTRAND, Mr. I. L. PEET, and Mr. MCINTIRE.

Mr. STONE, from the Business Committee, reported as follows :

The Business Committee, to whom was referred the subject of continuing the publication of the American Annals of the Deaf and Dumb, would respectfully report the following resolutions, and recommend their adoption :

1. *Resolved*, That the publication of the American Annals of the Deaf and Dumb be continued until the meeting of the next Convention, under the charge of the present Editor and Executive Committee.

2. *Resolved*, That the Executive Committee be instructed to consider and report to the next Convention a plan for the future publication of the Annals, and for the establishment of a General Depository of publications connected with the advancement of deaf-mute education.

A division of the question was called for.

The resolutions were divided, and the first was adopted.

Dr. PEET remarked on the second resolution, recommending the establishment of a Depository of books relating to the deaf and dumb. He urged, however, that such Depository should be in some central locality, and that the proper plan upon which it should be established, be carefully considered before definite action was taken.

Mr. BROWN moved a reconsideration of the first resolution. Adopted.

Mr. VAN NOSTRAND moved to amend the first resolution by inserting the following words: "And the Executive Committee to be appointed by this Convention." Adopted.

Dr. PEET moved the following amendment to the second resolution: "That the Committee consider and report on the expediency of establishing," &c. Adopted.

Dr. PEET then moved further to amend the second resolution as follows: "That the Executive Committee be instructed to consider and report on the subject of a Depository."

Mr. COOKE was opposed to that part of the second resolution which instructed the Committee to consider a plan for the future publication of the *Annals*. That periodical was undertaken by the American Asylum, and for two years sustained by the instructors of that institution. It then passed into the hands and under the control of the Convention, who reappointed the former editor, and continued the publication at Hartford. The Convention of 1851, indorsed the action of the first. It would seem then, that something had occurred during the past two years, which in the opinion of the author of this resolution, renders it desirable to make a change in the mode of publication. But what that something may be which has so influenced the mind of the gentleman, and what the plan it has induced him to form, we are not told. Dr. Peet in his remarks on the resolution, turned his attention exclusively to the importance of establishing a Depository, setting forth his views in a manner that could not fail to convince every member of the Convention; but maintaining a remarkable silence on the subject of the *Annals*. If gentlemen are dissatisfied with the general appearance of the

periodical as it comes to them from Hartford, or with the style of editing, they will adopt this resolution. Justice, however, it must be apparent to all, requires that the causes for dissatisfaction, if there are any, should be openly announced, and the resolution not passed in silence.

Remarks followed from Mr. AYRES and Mr. BROWN.

Mr. I. L. PEET thought the Depository should be established in New York.

Dr. PEET moved to lay the second resolution on the table. Lost.

Mr. I. L. PEET offered the following amendment:

Resolved, 'That the Executive Committee be instructed to establish, if practicable, a Depository of works on deaf-mute education.

The resolution, as thus amended, was then adopted.

Mr. STONE offered the following resolution:

Resolved, That the establishment and proper arrangement of the new institutions for the education of the deaf and dumb, is a work of so much importance and magnitude, that we can not recommend the undertaking of such an enterprise by individuals who have not been engaged personally in the instruction of deaf mutes.

Adopted.

Mr. G. C. W. GAMAGE of New York, offered the following:

Resolved, That a handsome bust, in plaster, of the lamented Rev. Thomas H. Gallaudet, LL. D., like that of the late Dr. Milnor, now at the New York Institution for the deaf and dumb, be recommended to be placed in all the American institutions for the deaf and dumb, as a mark of appreciation of his distinguished services to the cause in which they are engaged, provided that the directors of the institutions concur in the proposition.

Mr. GAMAGE, in supporting this resolution, (in signs,) considered it shameful that this token of esteem and gratitude should be neglected, while there are so many busts and monuments of such illustrious men as Napoleon, Wellington, Cicero, Goethe, &c., whose meritorious services are already

remembered, for it is admitted that Dr. Gallaudet was one of the greatest benefactors of the deaf and dumb. I have no hesitation in asserting that the memory of Dr. Gallaudet is cherished with gratitude in the heart of every American deaf mute, and of every speaking person who takes an interest in this class of the community. I confidently hope that the proposition contained in this resolution will be concurred in.

The resolution was adopted.

Mr. GAMAGE also offered the following resolution :

Resolved, That whereas the Convention of Instructors of the deaf and dumb learn that Lewis Weld, Esq., Principal of the American Asylum for the Deaf and Dumb at Hartford, is about to sail for Europe on account of ill health, we cordially wish him a pleasant journey and the perfect restoration of his health, hoping that his safe return under the guidance of a merciful Providence will enable us to greet him again.

Adopted.

Mr. BROWN offered the following :

Resolved, That our thanks are tendered to LUZERNE RAE, Editor of the *American Annals of the Deaf and Dumb*, for the distinguished ability, taste, and impartiality with which he has discharged the duties incident to his charge of the official organ of this Convention.

Adopted.

Mr. BROWN also proposed the following resolution :

Resolved, That the doings of a meeting of the former pupils of the Ohio Asylum, connected with the presentation of a "gift of gratitude and respect to Mr. H. N. Hubbell," together with the addresses delivered on that occasion, be published with the proceedings of this Convention.

Adopted.

A paper on the "Use of Grammatical Symbols in the Instruction of the Deaf and Dumb," by Mr. I. LEWIS PEET of New York, was then read.

Mr. TURNER made some remarks on the subject of this paper, and offered the following resolution :

Resolved, That the subject of Grammatical Symbols be referred to a Committee of three, to consider and report a uniform system, and report to the next Convention.

Adopted.

The following gentlemen were appointed as such Committee, viz., Rev. WM. W. TURNER, Mr. I. L. PEET, and Rev. COLLINS STONE.

Unfinished business was then taken up.

Mr. McINTIRE called up the question of the election of the Executive Committee.

On motion,

The Convention went into an election of the Executive Committee.

The following gentlemen were unanimously reelected, viz. Rev. WM. W. TURNER, of Connecticut.

Dr. HARVEY P. PEET, of New York.

JAMES S. BROWN, Esq., of Louisiana.

The Committee then went into the election of a General Committee, to act as the representative of the Convention, when not in session.

The following gentlemen were unanimously elected, viz.

Dr. HARVEY P. PEET, New York, Chairman.

[The names of the other members of this Committee are not in our possession. EDITOR.]

Dr. PEET offered the following resolution :

Resolved, That the invitation presented by the Institution of Virginia be accepted; and that when this Convention adjourns, it adjourn to meet at the Institution for the Deaf and Dumb and the Blind, in Staunton, on the last Wednesday in July, 1855; and that Dr. J. C. M. Merillat be the local Committee of Arrangements.

Adopted.

Mr. KEEP offered the following resolution :

Resolved, That the thanks of the Convention are justly due, and are hereby tendered to the Secretaries, for the faithful and diligent manner in which they have discharged their arduous duties.

Adopted.

Mr. AYRES offered the following :

Resolved, That the thanks of the Convention be tendered to the editors and reporters of the public press, who have attended its sittings and reported its proceedings.

Adopted.

Mr. McINTIRE offered the following:

Resolved, That a Committee of three be appointed, to whom should be committed the minutes and papers submitted to the Convention, to be prepared for publication.

Adopted.

The President appointed Messrs. STONE, KEEP and McINTIRE, as such Committee.

The Committee to which was referred the resolution of Dr. Thompson, relative to a new Manual Alphabet, reported verbally on the Alphabet invented by Dr. Thompson, by which the letters are indicated by pointing to the joints of the fingers and hand.

Dr. THOMPSON made a few remarks, explanatory of his invention.

On motion,

The subject was referred to the Committee on the Syllabic Alphabet, to report thereupon.

On motion,

The subject of Verbal Abbreviation was referred to the same committee.

Mr. MORRIS offered the following resolution :

Resolved, That the thanks of this Convention are due to the Committee ad interim, the superintendent, steward and matron of the Ohio Asylum for the Deaf and Dumb, for the ample accommodations and abundant facilities afforded this body in the transaction of business, and for the kindness and attention shown to the individual members to secure their comfort and enjoyment during the sitting of the Convention.

Adopted.

Mr. COOKE offered the following resolution :

Resolved, That the thanks of the Convention be presented to Mr. O. W. MORRIS for his kindness in interpreting its proceedings to the deaf and mute members of the Convention.

Adopted.

Mr. BROWN offered the following resolution :

Resolved, That AUGUSTUS MAVERICK, Esq., in consideration of his faithful services in preparing the proceedings of two of our last Conventions for publication, is justly entitled to an honorary membership in our future meetings, which is hereby respectfully tendered him.

Adopted.

On motion of Dr. PEET,

Resolved, That the thanks of this Convention be presented to the Presidents and Directors of the New York Central, New York and Erie, Lake Shore and Cleveland, Columbus and Cincinnati Railroad Companies for the abundant facilities afforded to members of the Convention in the transit to and from the city of Columbus.

Adopted.

Dr. PEET offered the following resolution :

Resolved, That the thanks of this Convention are justly due, and are hereby tendered to the Honorable JOHN W. ANDREWS for his benevolent interest in the cause of deaf-mute education, as shown in his consenting to preside over the deliberations of this body ; and also for the able, dignified and impartial manner in which he has discharged the duties of presiding officer, whose intelligence, courtesy and kindness have won the respect and esteem of all its members.

After some complimentary remarks by Messrs. H. P. PEET, COOKE, VAN NOSTRAND and TURNER,

The resolution was unanimously adopted.

The PRESIDENT, in rising to respond, said he felt exceedingly gratified at the honor which the Convention had conferred upon him, and trusted that he appreciated all the kind assistance which he had met from its hands. He was not much acquainted with the modes of instructing the deaf and dumb. He had known very little of the high pursuits in which the members of this Convention were engaged, when he took his seat here. He did not appreciate the difficulties under which the instructor labors. Now, however, he could

better appreciate the patient toil of the teacher, and could understand the results that had been unfolded in the course of these discussions. With one fact in reference to the deaf and dumb, he had been particularly interested. It was, that while teachers were successful in the instruction of deaf mutes, they were also successful in implanting religious impressions and the religious element in a remarkable degree. The reverence manifested by the deaf and dumb was very striking. Their manifestations of feeling toward the teacher were also referred to by the speaker. He dwelt upon the dignity of the instructor's vocation, of the gratitude and affection universally evinced by his pupils, and gave the cause of deaf-mute education his warmest sympathy and approval. He was satisfied that much had been accomplished. All who take part in these Conventions seek to do good. Each puts forth his best exertions, as believing that he is hereafter to come under the eye of the Great Teacher himself. It can not be expected that their full reward will be received here, but there will be a time when all difficulties shall cease,—when the blind shall see, the lame walk, the deaf hear, and the dumb be made to speak. Let us honor the profession of the teacher. In conclusion, Mr. ANDREWS again returned his thanks for the kindness that gentlemen had shown him, wishing them a safe and pleasant return to their homes, and all happiness hereafter.

Mr. CRITTENDEN read the minutes of the day's proceedings.

Adopted.

Rev. JOHN R. KEEP then offered prayer.

And on motion of Mr. TURNER,

The Convention adjourned *sine die*.

AN IMPORTANT DISTINCTION. METHODICAL SIGNS.

BY J. A. JACOBS.

IN the report of the Conferences of British Instructors, Dr. Scott of the Exeter Institution said, "The earlier teachers produced a system of *methodical* signs so perfect, that *each word* had its equivalent sign, and the education of the pupil was to be accomplished by his learning to associate both of these together. When he could translate the signs of the master into proper language, his education was considered complete. This was a grievous error no doubt, and productive of more evils than one. In such a system, storing the pupil's mind with facts, or in other words, giving him information in the different branches of knowledge, is *altogether lost sight of*, while we do not really give him that acquirement we most desire to bestow, the language of his country. It is true that this must ever remain one of the great objects of our instruction, but if it is to be the mere power of writing words, or even sentences, from signs made by the teacher, *without comprehending their meaning*, then, as far as its real usefulness goes, it might as well have remained unlearned. * *

* * * It is true, methodical signs may not, in all cases, be altogether arbitrary; but still, in their use, they are essentially *word signs*, and contrary, in this respect, to natural signs, whose office it is to give ideas. '*Res non verba.*'"

From the above extract, as well as from the subsequent remarks of Dr. Scott, it is abundantly evident that he uses the term, "Methodical signs," in the sense of arbitrary signs, used merely to recall words without conveying their meaning. I wonder there could be a moment's hesitation among intelligent men about discarding a body of such signs. They are worse than useless, and ought to be utterly rejected. *Methodical signs*, however, seems to me not the proper term by which they ought to be designated. This term ought rather to be appropriated to a system of natural and significant signs, reduced to an intelligent and scientific method, based upon the philosophy of language, both lingu-

al and gesticulatory. About the employment of arbitrary signs, except in a very limited degree, there can be, I suppose, among American instructors, little or no difference of opinion.

Dr. Scott sees, and himself makes the distinction here sought to be made, when he says: "It must not be forgotten that there is a vital difference between descriptive [significant] signs given methodically and in order, and methodical [arbitrary] signs, a difference of such importance that *it can never be lost sight of*, without serious error. * * * Descriptive signs, in all cases, convey ideas, while methodical signs are essentially word signs, and can not be depended on safely to afford us more assistance than we have already indicated."

While methodical or arbitrary signs have been wisely discarded by British teachers, and have never been in use, to any great extent, in this country to my knowledge, "natural" and significant signs, "methodized" and following the "order" of written words, are understood to be recommended by them. This is the class of signs used in the Kentucky Institution for the Deaf and Dumb.

"AN EXPERIMENT."

In the last number of the ANNALS, Mr. Burnet gives the result of an experiment made to ascertain the difference between the time occupied by well educated speaking persons in reading, *viva voce*, and also mentally, a given number of words, and that occupied by some mute pupils in passing over the same words by writing, dactylology, and by reading mentally by methodical signs, and concludes, because the process of a mute, reading by methodical signs, was slower than that of a speaking person, this constitutes an objection to my theory of instruction.

I do not see the point of the objection. If it could be clearly established, that deaf mutes could never attain to an equal rapidity with speaking persons, in mental reading by methodical signs, used in the sense in which I apply this term, it would constitute no valid objection to the mode of instruction presented in my article in the last January num-

ber of the ANNALS. The great object of attainment is not to teach mutes to read as rapidly as well educated speaking persons, but to teach them to be able to acquire the use of written language correctly; and the question presented by my "theory" is, Will they not do this more easily and more correctly, by dropping, as far as possible, as an instrument of instruction in the use of written language, *natural signs*, i. e., signs used in the order in which they naturally arise in the minds of deaf mutes, which we all know to be inverse to that used in writing the English language, and to correspond to the idioms of the Greek and Latin, being also destitute of connective and logical particles?

Will mutes to whom ideas and language are *first* conveyed by natural signs, learn as readily and correctly to reduce their own ideas to written English, as if the matter taught were first presented in the language itself, conveyed by dactylology, or written on the blackboard, thus affording them the opportunity to understand as much of the communication as they can, by their previous acquisitions in language, and the language thus explained by significant signs following the order of the words as far as, and no farther than, it may be necessary to supply their want of a complete and satisfactory understanding of the sentence or lesson, upon its first presentation by dactylology or writing? *Then if natural signs are still absolutely necessary to a full and perfect comprehension of the ideas and facts, and to a full impression of them on the intellect and heart of the pupil, let them be made.* Occasionally I use them in the first instance. The pupil thus learns to think in the order of written language, and if the object is to enable him to read *mentally* as rapidly as we who speak can, it will be attained more surely in this way, than if the ideas were first taught by natural signs and then by methodical, producing thus in reading, a continual contest in his mind, in comprehending and arranging the ideas between these two modes of sign-language. But is it possible for a deaf mute to read language which he has been taught by signs, "without regard to its association with methodical signs," or at least with signs of some sort? His knowledge

of the meaning of the language has been acquired through signs; is there not a permanent and inseparable connection in his mind, between the signs and words? Does he not, and must he not think either in *things* themselves or in signs, the representatives of things and ideas? When he casts his eye upon the word *hat*, he may either think of the object itself, or he may think of the sign used to recall it; but can he drop all mental connection between the written word and the object or sign? Suppose him to be able to do so, what becomes of his idea of the meaning of the word? Has it not also vanished with the disconnection between the sign or thing and the word? He has been taught that the written word *hat* is a conventional, not ideographic representation of the object or sign. That association embodies the idea he has of the signification of this purely conventional or arbitrary representation, a written word. It speaks no idea or significance to him, after he has dismissed the object, or sign which recalls the object, from his mind. As long as he retains a mental conception of the meaning of the word, it would seem he could not dismiss the sign which conveyed it, or at least the *thing* itself.

But suppose the word to be an abstract term, as, "condition." This word has been explained to him by a series of "descriptive" signs, analyzing and presenting its meaning, and an abbreviated significant and general sign has been adopted as its methodical sign. There is no visible or existent object represented by this word. As long as he retains a knowledge of its meaning, must he not also retain, in inseparable mental association, the sign by which its *idea* was communicated to him? Such seems to me, to be in general, the mode of thought of deaf mutes taught to read and use written language. I would not, however, be understood to take a positive or dogmatic position on the subject.

In relation to the degree of rapidity obtained by deaf mutes in reading mentally, is it fair to institute a comparison between a well-educated speaking person and an imperfectly educated deaf mute? I think I could present Mr. Burnet with specimens by the hundreds, of boys taught in our back-

woods cabin school-houses, who would require as much time as a deaf mute of four years' standing, to read mentally and fully comprehend the meaning of any given number of words. I presume it would take fully as much time for most well-educated men to read mentally a sentence in Latin or Greek, or any other foreign language. I see not why the mind of a deaf mute may not speed along the written sentence, reading it mentally by methodical signs, as fast as a speaking person, in proportion to their comparative skill in the use of written language. Many mutes in written conversation, seem to seize the ideas as fast as those with whom they are conversing.

In the latter part of his article, Mr. Burnet says, "Words spelled literatim will be a slow, tedious and irksome means of developing the mind and heart of a deaf-mute child."

When the object is to convey ideas and facts merely with a view "to develop the *mind* and *heart*," I use natural signs in preference to dactylology or methodical signs, as more rapid and impressive. I make free use of them in all cases when I wish to convey ideas alone with a view to impress and develop the heart and mind. I fully appreciate their power and frequent utility. In imparting religious instruction I always use them, because the language is of inferior consideration. But when the object is to teach the idiom and collocation of words in the English language, then I use dactylology and methodical signs, as the best method I have tried, albeit confessedly "slow, tedious and irksome," but not more so than the nature of the case necessitates.

These remarks have been written only with a view to present the mode of instruction used by me again to my professional brethren, being fully persuaded from many years' experience that it is worthy of a trial by them. I can say with certainty, and in this I am sustained by the experience also of Mr. Kerr, for many years an instructor in the Kentucky Institution, and now superintendent of the Missouri Institution, that since the adoption of our present manner of instruction, our pupils have been greatly facilitated in acquiring the idiom of the English language. It is not, how-

ever, at all pretended that it offers an easy method of instructing mutes—no such method, I apprehend, will ever be attained. The inherent difficulties may doubtless be lessened, and more or less overcome by different systems, but they can never altogether be removed.

MISCELLANEOUS.

BY THE EDITOR.

THE CONVENTION. The present number of the *ANNALS* is nearly filled with a report of the proceedings of the *Third Convention of American Instructors of the Deaf and Dumb*, held in the month of August last, at Columbus, Ohio. This was the first gathering of the kind which the present writer has had the pleasure of attending, and so great was that pleasure, (and we may add *profit*,) that the obstacles must be formidable indeed which shall prevent us from a regular and punctual attendance upon all similar meetings hereafter. Many thanks are due to Mr. Stone, the superintendent of the Ohio Institution, for the excellent arrangements made by him for the accommodation and enjoyment of his numerous guests; and a like acknowledgment is also due to the other officers of the Asylum. A week of higher social and intellectual exhilaration we have rarely, and perhaps never, spent. It was not the least among the enjoyments of the occasion, to meet again, in the president of the Convention, the Hon. John W. Andrews, an old college friend, with whose orbit of revolution our own had not before come in contact, for the last twenty years. The admirable manner in which he performed the duties of his position, was remarked by every member of the body, and will not soon be forgotten.

Gatherings of this character, made up of persons engaged in a common cause in different parts of the country, are of undoubted benefit to all concerned in them. A new impulse is given to individual effort; something like an *esprit du corps* is originated and established; personal friendships are

formed and mutual misunderstandings removed. Each man returns to his customary labor, with his intellect quickened by contact and attrition, with his prejudices modified, having learned something from others and taught something to them, and prepared to tread more lightly and cheerfully in the mill of daily duty. "It is not good that man should be alone:" this is true of all the relations of life, as well as of that concerning which the words were originally spoken. Isolation, in any pursuit whatever, uniformly leads to dullness and decay of power, or else to narrow-mindedness and personal prejudices which fetter the soul and render improvement and progress well nigh impossible. Our unhesitating vote is given, therefore, for a continuance, at proper intervals, of conventions of instructors of the deaf and dumb.

Absence of the Principal of the American Asylum. Mr. Lewis Weld, who for many years has been at the head of the American Asylum, has been compelled by increasing ill-health to seek relief by a voyage to Europe and a year's absence from the institution. This necessity was submitted to with reluctance, but the unanimous voice of physicians declared it to be the only safe course. The directors of the Asylum, with the liberality which they uniformly show to those in their employment, made every necessary provision for Mr. Weld's comfort and support, and he is now in Europe, where he will have the society of his son, Mason Weld, at present a student in one of the German universities. Late letters from Mr. W. announce some benefit as already realized by his journey, and the best wishes of his friends in this country for his perfect restoration to health, will follow him.

During the absence of Mr. Weld, Mr. William W. Turner will be the Acting Principal of the Asylum.

The Gallaudet Monument. At our request, Mr. Clerc has prepared the following account of the present state of affairs, regarding the monument to be erected by the deaf and dumb to the memory of Mr. Gallaudet. We have seen a sketch of the plan agreed upon, and it strikes us as being singularly appropriate and beautiful.

“The officers of the ‘Gallaudet Monument Association,’ consisting of the President, Vice-Presidents, Treasurer and Committees, who, except the President, were all graduates of the several institutions for the deaf and dumb in the United States, met at the American Asylum on the 14th and 15th of July, 1853, for the purpose of deciding where the location of the monument to the Rev. Dr. Gallaudet should be, and it was unanimously resolved that it be erected on the grounds of the American Asylum rather than at the Spring Grove Cemetery, as had been the desire of some of the deaf and dumb. From the plans of various kinds of monuments, conceived and drawn by two or three deaf and dumb artists, which were exhibited, one was agreed upon, and Mr. James G. Batterson, of Hartford, a speaking marble cutter, engaged to have the work done conformably to the model, and to have it completed on a certain day in the month of September, 1854; and all the deaf and dumb who can afford to come, will assemble on the grounds, and the President and Directors of the American Asylum, the teachers of all the institutions for the deaf and dumb in this country, together with other persons who may feel interested in the deaf and dumb, will be invited to witness the ceremony.

“Prof. Laurent Clerc, who was chosen orator for the occasion, accepted the proposition with pleasure, but on second thoughts declined the honor, on the ground that having been at first the teacher of Mr. Gallaudet in the method of instruction, and afterward his fellow-laborer, he thought it would be more proper or becoming to let one of the graduates deliver the oration himself, as he would better express the feelings of gratitude that the deaf and dumb in general experience for Mr. Gallaudet, than Mr. Clerc could do. Mr. John Carlin, of New York, who was chosen Mr. Clerc’s substitute, will probably deliver it, or if not, some one else will be appointed in due time.

“Mr. Clerc was also authorized by the Convention to solicit the literary assistance of any other person, no matter whether he be mute or speaking, to prepare the inscription for the monument.

“It was also resolved that the names of all the contributors, with the names of their respective institutions, be written on vellum by a deaf and dumb man competent to the task, and laid in the corner-stone, together with the annual reports of all the institutions and the books and other works of the ‘friend’ of the deaf and dumb, and also the newspapers of the day, and that the monument be so ready as to be raised on the grounds of the Asylum in the presence of the spectators.

“It was further resolved, that the President of the Monument As-

sociation inform the President and Directors of the American Asylum of the choice made of the location by the Convention, and that he obtain their permission. Accordingly, on the 18th of July, he wrote to the Board of Directors, and this is their reply through their Secretary :

“At a meeting of the Board of Directors of the American Asylum held at their office on the 20th of September, 1853,

“A communication was received from Mr. Laurent Clerc, President of the Gallaudet Monument Association, with a request that the Deaf and Dumb have permission to erect a monument to the Rev. Dr. Gallaudet, on the Asylum grounds, west of the fountain :

“Therefore voted,

“That this Board of Directors will with much pleasure grant the request of the Delegates of the Deaf and Dumb as communicated by Mr. Clerc, and the Directing Committee are hereby appointed a committee to unite with them in carrying out their plan.

“Copied from the records.

“B. HUDSON, *Clerk of the Board.*”

A correspondent of the *New York Tribune*, writing from New Grenada, has the following paragraph in his letter :

“Here I found a deaf and dumb girl, the first of this class I have met. I have before noticed the scarcity of lunatics : both of these classes will probably increase, the latter certainly, with increased cultivation of intellect. They were much surprised to hear of the education of the deaf and dumb.”

That the “increased cultivation of the intellect” should increase the actual number of the deaf and dumb, seems to us a *non sequitur*, although such cultivation, if accompanied as it ought to be and often is, by a philanthropic spirit, would doubtless bring to light very many cases of deaf-mutism, now concealed under the half-barbaric social condition of South America.

The medical *savans* of Paris seem to be much occupied just now in discussing the questions concerning the cure of deafness, and the instruction of the deaf and dumb in oral language. We printed in the last number of the *ANNALS*, a letter from Dr. Menière, copied from the *Paris Moniteur*, and we have also received two copies of the *Ga-*

zette des Hopitaux, one of which contains the report of the committee appointed to examine Dr. Blanchet's work, and the other a historical sketch of the art of teaching articulation to the deaf and dumb.

While all efforts, in whatever direction, for the benefit of deaf mutes, receive our hearty sympathy and our best wishes for their success, we must acknowledge that so far as the cure of deafness is concerned, our faith that the present experiments will reach any result of much practical value, is only as a grain of mustard seed.

Marriages among the Deaf and Dumb. On Thursday, Sept. 1st, at two o'clock P. M., a ceremony of much interest took place at St. John's Church in Hartford. Mr. Josiah Jones, a graduate of the New York Institution for deaf mutes, and Miss Sarah R. Phelps, a graduate of the American Asylum, were united in marriage by the Rev. Thomas Gallaudet, of New York. The general exhortation, the prayers and the final declaration, were both audibly read and translated into the sign language. The portions of the service addressed to the parties more immediately concerned, were given in the sign language only, while the solemn vows to each other were distinctly spelled out in the exact language of the prayer-book. A large number of persons were present in the church, attracted by the novel service, and their earnest attention bore witness to the deep interest of the scene. The ceremony being over, the personal friends of the youthful couple assembled at the residence of the bride's father to tender their congratulations, soon after which the sad farewells were said, and the bridal tour commenced.

We extract from one of the New Haven papers, the following account of a similar scene :

"Married, at Derby, Conn., Aug. 4th, in the Methodist Episcopal Church, by Rev. Mr. Turner, Acting Principal of the deaf and dumb Asylum at Hartford, Mr. James L. Wheeler, of New York city, to Miss Harriet, daughter of Isaac Gilbert, Esq., of Derby.

"Long before the appointed hour, the church was thronged with 'young men and maidens, old men and children,' and as carriage after carriage of the wedding guests arrived, the eager whisper might

be heard along the densely crowded galleries, 'Here comes the bride!' and many an impatient, bright-eyed girl spoke full assurance in her smiling face. But no! it's not the bride. And then the softened tones, deeper cadences and fading smiles, remind us of that amiable simplicity of woman's nature, which gives, silent it may be, but true and unmistakable expression, not only to the genial fervor of her hope, but to all the sympathies of her feeling heart.

"But let me here inquire, what constitutes the peculiar interest of this occasion? Is it the high intellectual endowments of the betrothed parties? His manly brow and piercing eyes—her earnest composure, do indeed betoken these. Is it the personal beauty of the bride? Her graceful form, flaxen curls, fair complexion and beaming eyes do indeed present a most charming, irresistible array of female attractions. Whatever part these considerations may have had of the public attention, connected with the history of the parties were other circumstances which strongly bespeak our sympathetic and kind regard.

"They stand, hand joined in hand, at Hymen's altar, *but each other's voice they never heard.*

"The song of bird and bee,
The chorus of the breezes, streams and groves,
All the grand music to which nature moves,
Are wasted melody
To them; the world of sound a tuneless void,
While even silence hath its charms destroyed.

"*Her* face is very fair;
Her blue eye beautiful; of finest mold
The soft, white brow, o'er which in waves of gold,
Ripples her shining hair:
Alas! this lovely temple closed must be,
For He who made it keeps the master-key."

"After reminding the audience that the persons who stood before them were possessed of the same social instincts with themselves, and alluding to the value of that institution in our midst, which supplies even the deaf and dumb with the means of social intercourse, furnishes them food for thought, prepares them to sympathize with the great heart of the world, makes them good, intelligent, refined and useful members of the community, and even qualifies them for the peculiar responsibilities of wedded life; the minister proceeded with the solemn, impressive marriage ceremonies in the customary form of the deaf and dumb language. He then declared them man and wife, in accordance with the law of the State. After a very appropriate vocal prayer by the Rev. Mr. Fletcher, the parties retired to receive the congratulations of their friends, and in a few hours to commence their wedding tour.

"Mr. Wheeler is an instructor in the deaf and dumb asylum at Hartford, of which his bride is a graduate pupil. Several of his fellow-instructors, also deaf mutes, were present. Never have I been in more refined and agreeable society.

"Never have I been more strongly impressed with the important rank which this institution holds among the educational establishments of our country. Connecticut may well be proud of it, as the first of its kind planted on our soil. Long may it continue to diffuse knowledge, morality and religion among that interesting class for whom it lives. And long may this happy couple continue to enjoy, illustrate and extend its beneficent provisions."

Asylum for Idiots in England. A correspondent of the New York *Independent*, gives the following account of a new benevolent enterprise, on a somewhat magnificent scale, in Great Britain. It is a well known peculiarity of our English brethren, that they find it difficult even to do good, unless under the "patronage" of royal or aristocratic names. Hence the prominence of Prince Albert on the present occasion. This weakness, however, is pardonable.

"Prince Albert, sustained by a large gathering of friends, laid the first stone of a noble structure last week, in a fine situation, in Surry, near London. The building will be a palace, and on an estate consisting of 130 acres of land; the frontage nearly 500 feet, and will contain 400 inmates,—to be of splendid white stone, and the cost about £35,000.

"The building is to contain 100 adults, many of whom are provided with separate sitting-rooms and bed-rooms, and apartments for their attendants. There is also to be accommodation for 130 boys, 70 girls, and 100 infants. There is infirmary accommodation for about 50. There are to be handsome apartments for the residence of the superintendent, also apartments for the schoolmaster and his assistant, the matron, the steward, the schoolmistress and her assistants, the sub-matron, and a staff of domestic servants. The Asylum is to be provided with a suitable number of bath-rooms and other conveniences. The apartments throughout are very spacious and airy, none being less than 13 feet in height. The building is approached by a handsome flight of steps, leading to a spacious entrance hall; from this the visitor proceeds to the principal staircase under the grand tower, which is 80 feet in height. Immediately beyond the staircase, extending transversely, are the principal rec-

recreation galleries, which are 400 feet in length, 11 feet wide, and 13 feet high. There are also spacious workshops, for the convenience of encouraging the inmates in useful trades, which are found to exert a beneficial influence upon the mind. One of the objects of the erection of the building has been to form such a building as shall present no other than pleasant objects to the eye of the feeble-minded and often crippled inmates. For this purpose the majority of the apartments will be fitted up in a pleasant, neat, and tasteful, yet economical style ; while others will be finished in a superior manner, for the reception of the superior class of patients.'

"A procession of near four hundred ladies—all honor to them!—laid on the foundation-stone purses containing each the sum of five guineas. Thirty-nine gentlemen followed, with purses of one hundred guineas each. Total amount of subscriptions made a fifty-thousand-dollar fund.

"This is a new building, but the charity is not new. The following facts from the report can not be read without deep feeling. Can the world, outside of Christianity, show anything like it ?

"There are now 256 patients in the Asylum ; there are 48 attendants and servants. The following table on the occupations of the 'family' supplies most encouraging assurance of the general improvement :—98 are daily engaged in reading and spelling, 86 in writing, 25 in drawing, 20 in gardening, 28 in sewing, knitting, &c., 16 boys in willow plaiting, 5 boys in each class are respectively basket-makers, shoemakers and tailors, 6 are daily occupied as carpenters, 16 are engaged in domestic work, 20 take lessons in dancing, 70 have object-lessons, 18 write from dictation, and learn geography and arithmetic, 101 are drilled and take gymnastic exercises, 39 have speaking lessons, 149 attend domestic worship, and 104 attend public worship. The greater part of the family are practiced in singing, and some are taught on the harmonicon. Improvement is not only decided, but in many instances remarkable. Some there are—perhaps a fourth of the family—for whom little can be done beyond protection and comfort ; physical infirmity and disease may prevent this. But it is now delightfully patent to every observer, that for the remaining three-fourths much, very much may be done."

Testimonial of respect. In the *New York Tribune* we find the following correspondence, which we cheerfully republish, taking pleasure in every manifestation of affectionate good-will between teacher and pupil. Mr. Gallaudet, it will be remembered, is one of the professors in the New

York Institution for deaf mutes, and also pastor of the newly organized church for the deaf and dumb.

"MR. GALLAUDET: The undersigned, pupils of the New York Institution for the Deaf and Dumb, entertaining a lively sense of the obligations which the deaf and dumb are under to you for your disinterested efforts in their behalf and for the uniform kindness which you have displayed during the long period of your connection with this institution as an instructor of the deaf and dumb, as well as of the immense debt of gratitude which the deaf and dumb of this country owe to your honored father, the late Thomas H. Gallaudet, for the introduction of the present mode of educating the deaf and dumb; considering you as his proper representative and wishing to give some material evidence of our sentiments before we separate, some of us perhaps to meet no more on earth, we take this opportunity to present you a copy of Irving's and a copy of Shakespeare's works, with the heartfelt prayer that your life may long be spared to bless the deaf and dumb, and that while you live you may enjoy all the happiness that is to be found on earth, and when death shall summon us from our labors we all may meet in Heaven.

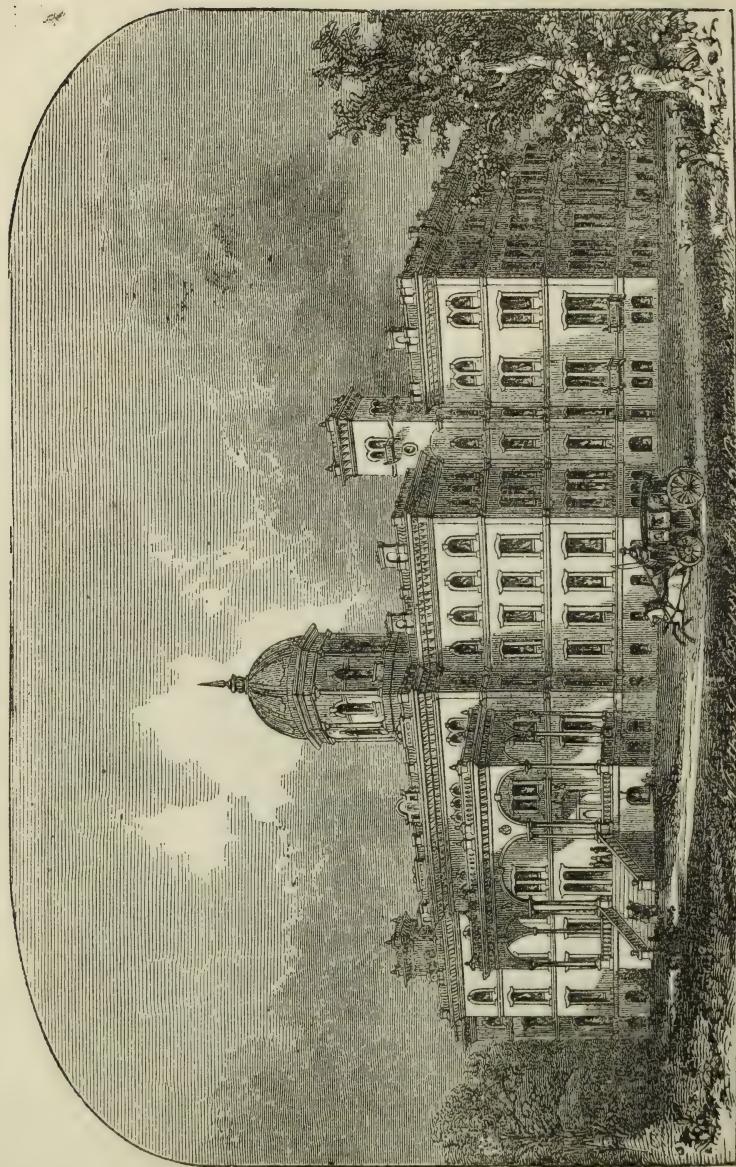
Thos. J. Trist,
P. Edgar Morehouse,
Hart M. Chamberlayne,
H. C. Rider,
John W. Chandler,
Edwin Southwick,
W. W. Angus,
D. P. Marcy,
John D. McDonald,
William Breg,
John Ryan,
Miss Calvin,

Alfred Striker,
Chas. H. Ferris,
Jas. S. Livingston,
Chas. W. Strong,
Albert A. Barnes,
Matthew C. Clark,
A. Friend,
William Litts,
John Gage,
C. F. Hertwick,
D. W. Spicer,

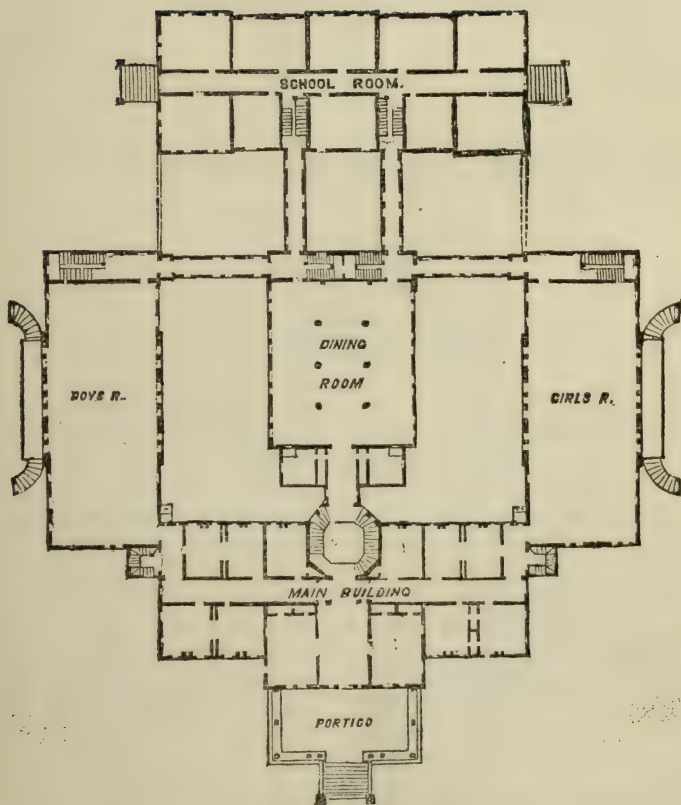
M. McLaughlin,
David Wilson,
Wilhelm L. Gilbert,
John Dinneld,
Andrew Patterson,
William W. Miles,
Hiram Dopp,
James S. Wells,
Miss Mallinson,
Miss Van Warts,
Miss Chandler.

"ACKNOWLEDGMENT OF MR. GALLAUDET. Messrs. Trist, Morehouse, Chamberlayne and others—Gentlemen: As you have deemed it proper to make public the very kind address presented to me, in connection with the elegant and highly acceptable testimonials of your esteem, allow me to publicly return to you my heartfelt thanks for the pleasing surprise which you and your associates so generously arranged for me. The whole scene of the presentation was one of the most affecting incidents of my life—one which memory will store away in her most cherished nook. May God's blessing ever rest upon you and all your deaf-mute friends, leading you through this life in the paths of wisdom and peace, and in the life to come, giving you an abundant entrance into the Heavenly Jerusalem, the City of our God.

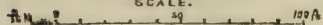
THOMAS GALLAUDET."



NEW YORK INSTITUTION FOR THE DEAF AND DUMB.



PRINCIPAL FLOOR.
SCALE.



GROUND PLAN.

AMERICAN ANNALS
OF THE
DEAF AND DUMB.

VOL. VI., NO. II.

JANUARY, 1854.

NEW BUILDINGS OF THE NEW YORK INSTITUTION FOR
THE DEAF AND DUMB.

[THE pressure of population and the increase of pupils having made it necessary, or at least desirable, that new buildings in a different locality, should be provided for the deaf and dumb of the State of New York, a large tract of land was some time since purchased by the Directors of the New York Institution, and in the month of November last, the corner-stone of the new edifice was laid with appropriate ceremonies. We take pleasure in presenting the following account of the celebration; together with a description of the grounds and of the buildings to be erected. EDITOR.]

THE GROUNDS.

THE grounds belonging to the Institution comprise thirty-seven and a half acres, bounded by the Hudson River and the Kingsbridge road, at the intersection of the Tenth Avenue, about nine miles from the City Hall.

The property was purchased by the board of directors in the month of January last from the family of Colonel James Monroe, by whom the mansion house was built in the year 1842.

The premises have been placed in charge of Edmund B. Peet, as superintendent.

The dock or pier on the river front is of stone, filled in

with cribs to the average depth of thirty feet. It is forty feet in width by sixty in length on the northern, and sixty-five feet on the southern side, the surface being macadamized to the depth of two feet. The cost of the pier has been \$1,500.

The site selected for the proposed buildings is on the front lawn, at an elevation of one hundred and twenty-seven feet above the river, of which it has a commanding view, extending to the Narrows on the one side, and the Highlands on the other. To this site a winding road has been constructed on an easy grade, the average rise being one part in twelve. The road has been built in the most durable manner, with solid stone walls over the broken grounds, having four culverts for water-courses, and bank walls terraced on the inner side. The filling is mainly of stone, macadamized to the depth of from one to two feet, with paved channels for carrying off the surface water. The cost of construction has been about \$3,000.

The excavation of the principal site has been a work of much labor and expense, requiring the removal of rock covering a large portion of the area, and extending in several parts to a depth varying from five to twenty feet. The cost of the excavation, when completed, will be from \$12,000 to \$15,000.

The work of constructing the road and excavating the site, was commenced on the twenty-third of May last, and a deposit of concrete, varying in depth from two to four feet, having been first laid, the foundation of the south wing was commenced on the twenty-ninth of October. The first course of granite in preparation for the corner-stone, was begun on the eighteenth of November.

THE BUILDINGS.

The buildings designed to be occupied for the purposes of the institution, as exhibited in the architect's plan, consist of a front building, with a wing receding from either end, and a school-house in the rear, forming a hollow square, in the center of which is a building, connected by inclosed pas-

sages with the four exterior buildings. The principal building is one hundred and fifty feet in front, by fifty-five feet in depth. In elevation, it embraces four stories, including the basement, and is surmounted by a dome or observatory, commanding an extensive and beautiful prospect. It has a central corridor, ten feet wide, extending from one end to the other in the basement, first and second stories, and the rooms on either side are twenty feet in width. The central projecting part of this building is advanced twelve feet beyond the front of the main part. This projecting part is sixty feet wide, giving an entrance hall of twenty feet in width. The portico in front is twenty-nine feet wide, by fifty-seven feet long. The main entrance will be spanned by an elliptical arch of twenty-two feet, with semicircular arches of fourteen feet in the clear, on either side. The principal floor of the front building, as described in the drawings, contains a reception room, directors' room, a parlor, rooms for the president, and also rooms for the matron and steward. The second story contains rooms for the teachers, for visitors, and for other purposes. The upper story is devoted to the accommodation of the pupils, the dormitory at either end being separated at the center by an intervening hall, which affords a passage to the lantern at the top of the stair dome. The basement of this building contains rooms for domestics, store-rooms, places for fuel, furnaces, &c.

The wings, the southernmost of which is devoted to the girls, and the other to the boys, are each one hundred and twenty by forty-six feet, and contain, in the first story, the saloon or sitting-room for the pupils; in the second story, separate dormitories, hospital rooms, wardrobes, etc.; and in the upper story, an open dormitory connecting with the one in the front building. In the basement of each are wash and bathing rooms, and in the girls' wing a laundry. The sitting rooms are each forty-two by one hundred and six feet. In the construction of these rooms, the columns usually required in the center, to support the floors above, are entirely dispensed with; the upper floors being sustained by

rods, suspended from the roof trusses. The wings are united to the main building by towers, containing private passages and staircases, through which the steward and matron may, at any time, visit the apartments of the pupils under their respective care.

The school-house in the rear is one hundred and fifty feet long by fifty-five feet wide, and contains class, lecture, library and cabinet rooms, and a hall of design. The latter will be located in the upper story, and lighted by a skylight.

The first story of the central building contains the dining room, in front of which are pantries, and arrangements connected with the kitchen below, and a private staircase leading thereto. The second story contains the chapel, which is eighty feet long by sixty wide, and thirty feet in height. This apartment may be reached from the main building by the large staircase in front, and is approached by the pupils, from the second story of the school-house, through separate passages for each sex. The dining-room may be entered from the main building in front, and from the wings by lateral corridors. The school-house is connected with each wing by a separate corridor, and there are also separate passages connecting each story.

The basement, as well as the portico, window sills and lintel keys, will be of granite, and the other stories will be indicated by courses of the same material, running around the entire building. The material principally to be used in the construction of the exterior walls, will be yellow Milwaukee brick, to which the granite will afford an agreeable contrast. On either side of the wings will be ornamental verandahs of cast iron, painted in imitation of the material used for the portico.

The roof will be of slate, and will be bordered by a handsome cornice and balustrade.

It is expected that the erection of these buildings will occupy about two years, and that the institution will be removed to this place at the commencement of the term of instruction, in the autumn of 1855.

[We have studied the *plan* of these buildings with considerable care, and it seems to us entirely excellent and admirable throughout. Indeed, we have not been able to detect any part, where alteration is desirable or improvement possible. It will doubtless be, when completed, the model institution of the world; worthy of the great State to which it belongs, and reflecting the highest credit upon all who were concerned in its production. EDITOR.]

LAYING OF THE CORNER-STONE.

The corner-stone of the new building for the Institution was laid on Tuesday, November 22d, 1853.

At an early hour in the morning, the pupils of the Institution, to the number of two hundred and eighty, were escorted to the grounds by their instructors. The invited guests were conveyed in a special train provided for them by the Hudson River Railroad Company, and arrived on the premises at 11 o'clock, A. M. The company assembled at the mansion house, where they formed in procession, and moved to the site selected for the building. The pupils followed, and took their seats on a wooden amphitheater which had been erected for their accommodation. The ladies and other guests were provided with seats on a platform conveniently arranged. In the center of the area, encircled by these temporary structures, lay the corner-stone, and contiguous to it, a broad platform, on which stood his honor the mayor of New York, the Right Rev. Dr. WAINWRIGHT, bishop of the Episcopal Church of the diocese of New York, the Reverend Doctors ADAMS and KNOX, Comptroller FLAGG, Judge SCOTT, SILVANUS MILLER, Esq., the Rev. ISAAC LEWIS, D. D., Rev. WILLIAM W. TURNER, acting principal of the American Asylum for the Deaf and Dumb at Hartford, LAURENT CLERC, the venerable pupil of Sicard, and long a teacher in the Hartford institution, the officers and directors of the Institution, and a number of the instructors of the deaf and dumb.

The order of exercises was read by ROBERT D. WEEKS, Esq., chairman of the building committee, after which—

The Right Rev. Bishop WAINWRIGHT, being introduced to the assembly, then made the following invocation and prayer:

PRAYER.

“CHRISTIAN BRETHREN.—It is decent, proper, and agreeable to the precepts and example of holy writ, that in all our doings we beseech Almighty God, from whom cometh every good and perfect gift, to direct us with his most gracious favor, and to further us with his continual help; especially, therefore, when we are now assembled to lay the corner-stone of a building which is to be appropriated to a most important department of Christian benevolence, let us humbly and devoutly supplicate his assistance, protection and blessing.

“Almighty and everlasting God, who art always more ready to hear than we to pray, and art wont to give more than either we desire or deserve, pour down upon us the abundance of thy mercy, forgiving us those things whereof our conscience is afraid, and giving us those good things which we are not worthy to receive, but through the merits and mediation of Jesus Christ, thy Son, our Lord. Stir up, we beseech thee, O Lord, the wills of thy faithful people, that they, plenteously bringing forth the fruit of good works, may, by thee, be plenteously rewarded, through Jesus Christ our Lord. Blessed be thy name, O Lord, that it hath pleased thee to put it into the hearts of thy servants to commence the erection of a building in which spiritual miracles may again be wrought in thy name; the deaf being made to hear thy salvation, and the dumb to sing, with the heart, thy praises. Prosper thou, O God, this undertaking. Give to those who have the management of the concerns of this institution, unity of counsel, unity of intention, and a supreme aim to the advancement of thy glory. Guard, by thy providence, everything which may appertain to the building which is now begun in thy fear, and in dependence on thy blessing. Excite the skill and animate the industry of the superintendents and workmen. Protect them from accident and from danger, and grant that all who are in any way connected with this edifice made with hands, may seek those influences of thy Holy Spirit, by which their souls will be made temples holy unto thee, and prepared for that city of the living God which is eternal in the heavens. Hasten, we beseech thee, O Lord, the time when thy church, at unity in itself, shall serve thee unitedly in godly works, and when all who profess thy holy name, may agree in the truth of thy holy word, and be one in that faithful communion with the mystical body of thy Son, by which they will give up to him in all things, and glorifying thee in thy church on earth, with one heart and one

mouth, be finally numbered with thy saints in thy church triumphant,—all of which we ask through the merits of the same thy Son Jesus Christ, who liveth and reigneth with thee and the Holy Ghost, ever one God, world without end, and who, when we pray, hath taught us, in his own blessed words, to say, ‘Our Father, who art in heaven, hallowed be thy name. Thy kingdom come. Thy will be done on earth, as it is in heaven. Give us this day our daily bread. And forgive us our trespasses, as we forgive those who trespass against us. And lead us not into temptation; but deliver us from evil, for thine is the kingdom, and the power, and the glory, forever, *Amen.*’”

The following letters from gentlemen invited to be present on the occasion, were then read by PROSPER M. WETMORE, Esq., first vice-president of the Institution :

From Hon. Horatio Seymour.

STATE OF NEW YORK, EXECUTIVE DEPARTMENT, }
ALBANY, Monday, November 14, 1853. }

Rev. H. P. PEET.—*My Dear Sir:* I find it will not be in my power to be present on the occasion of laying the corner-stone of the new building designed for the education of the deaf and dumb. I can assure you that it would give me great pleasure to accept the invitation which has been given to me to participate in the ceremonies on that occasion, for it would be a source of pride and gratification to me, to be in any way connected with the history of a structure designed for purposes so humane and noble.

Very truly, yours,

HORATIO SEYMOUR.

From Hon. William H. Seward.

AUBURN, Friday, November 18, 1853.

My Dear Sir: I have received the letter in which, in behalf of the board of directors of the institution for the deaf and dumb, you invite me to attend the ceremony of laying the corner-stone of their new edifice.

It is an occasion of sincere regret that my engagements are such, as to oblige me to forego the pleasure thus offered me. But I am

very sensible, nevertheless, of the honor and kindness which I receive, and the directors show, by their invitation.

The course of life, my dear sir, is very little subject to our own control. Mine has, for some years past, led me away from the charities of my native state, which at an earlier period I regarded with so deep an interest. Nevertheless, I have not been ignorant of the recent prosperity and the extended usefulness of the institution for the deaf and dumb, and I thank God, and honor you and your associates, for results so beneficent.

I am, dear sir, very sincerely, and respectfully, your obedient servant,

WILLIAM H. SEWARD.

HARVEY P. PEET, Esq., President.

From Hon. J. C. Spencer.

ALBANY, Thursday, November 17, 1853.

REV. DR. PEET.—*Rev. and Dear Sir:* It would afford me much pleasure, to comply with the polite request in your letter of yesterday, to attend the interesting ceremony of laying the corner-stone of the new edifice for the deaf and dumb. The interest that I have always felt in the institution, and the services I may have rendered it, in an official capacity, and which you so kindly mention, have made me feel as if I were in some way connected with it, and that it was a duty to participate in whatever might promote its interest and its usefulness.

You will, therefore, give me credit for the sincerity of my regret that pressing professional engagements deprive me of the gratification of being with you on the 22d inst.

I rejoice exceedingly that the institution under your auspices has become so prosperous, and capable of scattering its blessings so extensively, as the means at its command, I understand are quite large.

Sincerely and respectfully yours,

J. C. SPENCER.

From Hon. N. S. Benton.

LITTLE FALLS, Saturday, Nov. 19, 1853.

H. P. PEET, Esq., President of the Institution for the Deaf and Dumb.—*Dear Sir:* I have received your letter of the 16th inst.,

requesting me, in the name of the directors of your institution, to attend on the interesting occasion of "laying the corner-stone of a new edifice designed for the instruction of the deaf and dumb, at Washington Heights," on the 22d inst.

I thank you most sincerely for this manifestation of the favorable regards of yourself and your board; and do assure you it would give me great pleasure to be with you on an occasion so deeply interesting to humanity.

You have been pleased to allude to past "official services" in behalf of one of the most noble charities of the day. This I always held to be a work of duty on behalf of the state, and not of alms, and most efficiently and effectively has our great and prosperous state performed its part, thus far, and should not be seen to falter, in any respect, in regard to the future. But it is not to the state alone that your noble institution owes its foundation and *all* the elements for usefulness it now possesses. But this is not the time for me to particularize. The event so soon to be commemorated, evinces a prosperity in the affairs of the institution, very gratifying to every humane citizen, and highly favorable to its conductors.

That the future, with you, will be as prosperous and productive of good results, as has hitherto marked your progress, no one will doubt; and with the enlarged accommodation to be afforded by your new edifice, and the increased facilities thereby given for instruction, we may confidently anticipate that the most sanguine expectations of its benevolent founders will be more than realized.

With the expression of my deep regret at not being able to be with you, and of my sincere wishes for the prosperity of the institution over which you have so long and efficiently presided, I am, dear sir, with great respect, yours,

N. S. BENTON.

From Hon. Henry S. Randall.

STATE OF NEW YORK, SECRETARY'S OFFICE, }
ALBANY, Monday, Nov. 21, 1853. }

Hon. H. P. PEET, President of the New York Institution for the Deaf and Dumb—*My Dear Sir*: I have delayed until now answering your letter asking me to be present at the laying of the corner-stone of your new edifice at Washington Heights, in the hope that I could make arrangements which would enable me to accept your invitation. In this I am unfortunately disappointed. The pressure of my offi-

cial engagements will prevent me from sharing in that ceremony—a ceremony which marks a new and important step in the history of an institution with which I have been so pleasantly officially connected for the past two years, and which, to as great an extent as any other in the state, has enlisted my interest and sympathies. My official intercourse with it has been particularly pleasant, because its financial and other concerns which come under my supervision, have been conducted by its board of officers so accurately, discreetly, and with so single an eye to the objects of the foundation, that I never have been compelled to alter a figure, or to disregard their recommendations in a single particular. And I should do injustice to my feelings, should I in this, probably my last communication to the institution on any subject beyond mere business details, fail to express the constant admiration I have felt, as a school officer, for the manner in which its *educational* department has been conducted. After considerable inquiry into the subject, I firmly believe that greater success in this particular has never been attained in any similar institution. The results, were they fully understood, would strike the public with astonishment. Practically, you have taught the dumb to speak, and the deaf to hear. You have instructed them, not only to interchange their ideas with each other, and with those whose physical organs are more perfect, on those ordinary topics which pertain to the common and every-day affairs of life, but you have educated them to think abstractly—to contemplate, with as clear a vision as their more favored brethren, the great questions which concern man as an intellectual and moral being. The high abstractions of science and philosophy—the great problems of life, the soul and God—are made as open to them as to others. The deaf mute, deprived of the constant trituration of a common social intercourse, is slow to learn some of the conventionalities of society—especially those which require reserves and concealments. His artlessness is often mistaken for a want of culture, by those whose intercommunication with him is not extended. But I have already publicly expressed the conviction, and I here repeat it, that in general information, in scientific attainments, in sound mental and moral culture, the pupils of the New York Institution for the Deaf and Dumb, will compare favorably with the pupils of the same age and period of instruction in any other schools of the state! Such a triumph of the teaching art over natural obstacles, exhibits on the part of those who achieve it, a degree of skill and persevering zeal, only paralleled by the philanthropy which impelled them to their self-sacrificing labor. In the minds of the

wise, the good and the thinking, such men will take a high place among the benefactors of humanity. I remain, dear sir,

Your obedient servant and friend.

HENRY S. RANDALL.

HARVEY P. PEET, LL. D., President of the Institution, then made the opening address, which was as follows:

“Friends and fellow-laborers in the cause of humanity: in the occasion that has drawn us together—the laying of the corner-stone of a new building for the New York Institution for the instruction of the Deaf and Dumb—bringing to our consideration both the rapid expansion of our city, which has compelled a removal of the Institution from its old site, and the growth of the Institution itself, demanding more spacious accommodations than that site, ample as it was once deemed, could afford; there is much to force anew on our attention the wonderful progress so often boasted of, as emphatically characteristic of the nineteenth century—more emphatically, of our own favored land.

“This progress is not manifested alone in the colossal growth of cities and states, which, from small and feeble beginnings, are rising up with magical celerity to rival the proudest cities and the most towering empires of the Old World; not alone in the spread of free principles of government, in the swelling tide of public and private wealth, or the grand achievements of science and mechanical skill. Other indications of progress there are, yet more worthy of an enlightened, philanthropic and Christian people, more gratifying to those who believe in the future improvement and high destinies of the human race—our schools and colleges, our asylums for the unfortunate and afflicted; in short, all the means for the more equal diffusion of intelligence and happiness, share in the onward impulse.

“Of this gratifying fact, a multitude of illustrations will readily occur to you. The remarkable success and prosperity of our own Institution is not one of the least striking; and if we review the multiplication and growth of kindred institutions in almost all Christian countries, we shall find

strong confirmation of the belief that the intellectual, moral and religious progress of the present age, at least fully keep pace with its national advancement; and that there is, on the whole, nothing to discourage the consolatory belief that God is preparing the world for that millennium which is to come in His own good time.

“Less than three centuries have elapsed since the first recorded efforts were made, coterminously, by Pedro Ponce, a Spanish monk, and Joachim Pasch, a German pastor, to lead to the light of knowledge and religion some few of those of our unfortunate fellow-men whom the deprivation of speech and hearing had shut out of the pale of social and religious privileges, during so many thousand years. Less than one century has passed since the benevolent and self-denying De L’Epée founded the first institution, devoting to it both his life and his own private fortune, for the free instruction of the indigent deaf and dumb; and already there are in Europe and America two hundred such institutions, all but twelve or thirteen of which have sprung up within the last fifty years. And though the oldest institution for the deaf and dumb on this side of the Atlantic, that of Hartford, is but a year older than our own, and our own has numbered only just half as many years as are usually reckoned to the life of man, there are now sixteen such institutions in as many states of the Union, all supported mainly by appropriations from the state treasuries. More than half of these were opened within the last ten years.

“Nine states which have as yet no institutions for deaf mutes within their own borders, have made provision for educating, in some cases all, and in others a large proportion of their indigent deaf and dumb, in a school in some neighboring state. There is, I rejoice to say, scarcely a state in the Union, of any considerable population and resources, that has not fully or in part acknowledged the claims of this interesting and unfortunate portion of its population to the means of intellectual and spiritual life. In the number of pupils under instruction, the increase has been equally encouraging. Twenty-one years ago all the American schools

for the deaf and dumb, then six in number, contained barely four hundred pupils, six-sevenths of whom were from states north and east of the Potomac, leaving still unprovided for nearly or quite one-half of the deaf mutes in the eastern and middle states; while south of the Potomac and west of the Alleghanies, deaf mutes to whom the advantages of education were accessible formed rare exceptions to the general deplorable doom of their companions in misfortune. Ten years later the number of schools in actual operation had not increased, (one in this state having been merged in our own and one in Virginia opened in the interval,) but the number of pupils had risen to six hundred. Since then the cause has received a new impulse. The present number of pupils in our sixteen institutions is not far from twelve hundred, the number of pupils having doubled, and of schools more than doubled, within the last ten years.

“Though in some of the remote and sparsely settled states nothing, or comparatively little, has yet been done; and in some old and populous ones, I regret to say, the provision is yet very inadequate; yet when we look at the facts just stated, and remember that also the term of instruction has been everywhere extended from the three years first deemed enough, till now our own state and some others allow from seven to ten years in certain cases; we have abundant encouragement to hope that the time is not remote when in all the states of our Union—may I not say in all Christian lands—as now in our own state, and several of our sister states, and in some of the Teutonic countries of Europe—the high and holy law will be recognized and practically carried out, that every child capable of instruction has a claim on the community for the best means of moral and mental cultivation.

“Our own great and prosperous state stands, I rejoice to say, where she ought to stand, among the foremost in the liberality of her provisions in behalf of the deaf and dumb. The institution which has grown up under her fostering care is nearly equal, in number of pupils, to that of London, long the largest in the world; and in that respect at least is far in advance of every other similar institution on either side of

the Atlantic; and its conductors have zealously labored (with what degree of success it does not become me to judge) to place it in the front rank of institutions for deaf mutes in all the requisites of usefulness, all the means of mental, moral and religious education.

“Through the efforts of a few philanthropic men, nearly all of whom have rested from their labors, the “New York Institution for the Instruction of the Deaf and Dumb” was incorporated in April, 1817, and opened for the reception of pupils in May, 1818. For the first year its pecuniary means, with the exception of a small but encouraging donation from the city, were derived from private benevolence. A rapid increase in the number of pupils, and a still more rapid increase of applications from the interior of the state, made necessary an appeal to the legislature for aid. Nor was this appeal made in vain. The evidence presented to the legislature by a delegation of directors, teachers and pupils, sent to Albany, of the practicability of instructing the deaf and dumb, and of the numbers of this unfortunate class in the state, awakened a warm interest and sympathy, testified by a prompt donation of ten thousand dollars. Preceded only a year or two by a donation of money by the state of Connecticut, and a few weeks by one of land by Congress to the Asylum at Hartford, this was the third practical recognition by an American legislature, of the claims of the deaf and dumb. And well and nobly has our state followed out this auspicious beginning. Through all the political changes of the state, there has been no retrograde movement in the cause of benevolence. To the appropriations to the School for the Deaf and Dumb, have since been added liberal donations to the establishments for the instruction of the blind, the relief of the insane, and finally for the education of idiots.

“In April, 1822, the legislative provision for the education of the deaf and dumb first assumed a specific and permanent character. Provision was then made for thirty-two state beneficiaries, limited to three years each. This term was, however, as early as 1825, extended to four years, a period

still very inadequate, but sufficient to qualify not a few of our early pupils for a gratifying degree of respectability, usefulness and happiness. For several years, with this comparatively scanty provision, aided by donations of some benevolent citizens of New York, and the receipts of a few paying pupils, the Institution struggled on. The number of pupils was little over fifty, more than twenty of whom were day scholars, often irregular in their attendance, and exposed to many dangers in the streets.

"Twenty-six years ago, Oct. 19, 1827, a ceremony like that which has now drawn us together, attracted an assemblage comprising many of the most honored citizens of our city and state, to a spot on the southerly side of Fiftieth Street, then an open field, surrounded by orchards, pastures, woods and swamps—which with here and there a frame building in a garden, covered, at that point, the whole breadth of the island. Here, after anxious years devoted to the collection of funds, by repeated appeals to the benevolent, and by the practice of strict economy, encouraged at last, by a conditional donation of \$10,000 from the state treasury, and by the gift from the city of an acre of land for the site of the principal buildings, the directors of the New York Institution for the Deaf and Dumb laid the corner-stone of their first modest building. Though designed to accommodate a greater increase of pupils than was then anticipated for many years, its dimensions were only 110 feet by 60, and three stories beside the basement.

"The late eminent scholar and philanthropist, Dr. Samuel L. Mitchell, as president of the board of directors, officiated at the ceremony, but gave the principal part to the Hon. A. C. Flagg, then the able and distinguished Superintendent of Common Schools of our state. In the chief places around them were the members of our city government and the board of directors of that year—comprising among other honored names most of those who had first raised their voices in behalf of the deaf and dumb of New York, and who had zealously and faithfully watched over the institution from its first feeble beginnings. There were the Rev.

Dr. James Milnor, Dr. Samuel Akerly, Stephen Allen, Rev. John Stanford, Rev. Dr. Macauley, John Slidell, Philip Hone, Jonas Mapes, and others, whose forms have passed from our sight, and whose spirits from our earthly communion; but whose memory is yet fresh and precious in many hearts, and whose counsels and example remain leading us onward in the course of right, and of enlightened benevolence.

"Of this venerated band, two (Lewis Seymour and Timothy Hedges) yet remain to aid us with their mature counsels, and rejoice in the results of their long years of benevolent labor.

"A pensive interest,' said the newspaper notices, 'was added to the occasion,' by the presence of the deaf and dumb pupils of the Institution, then about sixty in number, some few of whom are here, with a large number of the pupils of subsequent years, living evidences of the blessings the Institution has conferred, attracted to this scene by that strong interest which worthy *alumni* ever feel in their *alma mater*, (and, by the way, an Institution for the Deaf and Dumb is most emphatically an *alma mater*, a foster-mother, to its pupils.)

"How striking is the contrast between the condition of our Institution and of our city twenty-six years ago and now! How suggestive of yet greater advances in the future! For neither has reached its full growth, or gained the culminating point of its prosperity. With both, progress and growth result from causes which, so far as human foresight can pierce, must continue to work for generations to come. While we continue to obey the laws which the Most High has ordained as the condition of healthy and enduring prosperity, we may hope, in humble reliance on the continuance of His divine favor, that that prosperity will continue unchecked and unmarred.

"The history of the Institution, at least during the period just mentioned, has been an almost uninterrupted record of mercies, of augmented reputation, of increasing means of usefulness, of a progress still upward and onward.

"The new building rose in fair proportions under the watch-

ful care of its benevolent and disinterested guardians; it was finished and occupied; new teachers were obtained, capable of supplying whatever had been deficient in the method of instruction, as compared with the most successful schools for deaf mutes then existing; and yet other improvements were made in this respect, which have been embodied in works that have since come into general use in American schools for deaf mutes; from the legislature were obtained repeated augmentations of the number of state beneficiaries commensurate with the number of deaf mutes in the state, (the number now allowed being 192,) and extensions of the term of instruction more nearly adequate to their wants. Instead of the three and four years first allowed, from five to seven years are now allowed in ordinary cases, and three years more to those judged capable of successfully prosecuting higher branches of study. With the gradual increase of pupils and means, the buildings were thrice enlarged, and the time was fast approaching when another enlargement would become imperatively needful.

“ Meantime the city, which twenty years ago lay in distant prospect from our upper windows, was shooting forth its roots, in the form of canals and railroads and lines of ocean steamers, and expanding with a growth that outran the expectations of the most sanguine. With our increasing need of ample space for fresh air, and the out-door recreations of so many youth, the space available for our purposes was becoming more restricted. Where recently had been only swamps, pastures and woods, streets were opening and lines of buildings going up all around us. The period seemed not remote when a dense population would press upon us on every side. We had, by incurring a considerable debt, secured, as we hoped, grounds large enough for the necessary uses of the Institution, and the indispensable out-door exercise of the pupils; but the opening, against our earnest remonstrances, of a wide street through the whole length of those grounds, entirely marring them for our purposes, and the prospect that yet another would be ordered, perhaps destroying the safe and easy communication between the dif-

ferent parts of the establishment, convinced us that it was in vain to attempt to stem the flood of improvement; and that our best plan was a speedy removal while an eligible site could be secured on fair terms, and near enough to the business center of the city for necessary communication, yet not so near that the Institution would, at least in our day, be again driven forth by the pressure of the advancing city.

"I have spoken of the sixty pupils who were present at the laying of that corner-stone twenty-six years ago. You will have a clearer idea of the growth of the Institution when you look at that group of our present pupils, 277 in number, exclusive of several deaf-mute teachers and employees. There you see deaf mutes from almost every county in our great state, from several other states, and from the British provinces. While some are children of wealthy parents, by far the larger number must have remained without instruction had not the helping hand of the state, or of the city, been extended to them in their need, bringing hope and joy to hundreds of afflicted families. In the beaming countenances of those voiceless children and youth you may read the interest they take in this occasion—looking forward as most of them do to happy years of social communion, and precious opportunities of improvement, in the fair and spacious edifice which they already see in imagination towering before them. And with this feeling is one of pleasure and gratitude, not less deep because silent, to find that, lonely and neglected as they once deemed themselves, they and their concerns can awaken in the better portion of the community such an interest as draws to this remote spot an assembly like that they see around them; such good-will and benevolent feeling as they read in the faces of all present.

"Full of congratulation and good augury is this occasion for all the friends of the Institution. Of its permanent existence, its continued prosperity, we have indeed, never permitted ourselves to doubt. But standing here, with God's past providential dealings to the Institution fresh in our recollection, and looking around and abroad, we can not but

feel that He has now cast our lot in one of the pleasant places of the earth. In these ample grounds, with choice of sun or shade; with store of fruit in their season, and opportunity for healthful out-door labor; with this varied and magnificent panorama spread around; the heights rich in historical associations, tempting the adventurous foot of youth; the broad river bearing on its bosom the greatest interior commerce in the world, presenting an ever varying scene of interest; in such a home as this, surely our pupils will find whatever aid and incentive any location and scenery can give to physical development, mental activity and moral elevation; and with these, happiness, with God's blessing, will be in their own power.

“How brief seems the time since river and shore were a vast solitude; the stealthy step of the savage through the forests not more frequent than those of the bear or the wolf; the water rarely disturbed by his light canoe. Not greater is the change to this full and overflowing evidence of civilization, population and wealth, than is that change from the dull blank of ignorance to the full development of intelligence, and of moral and religious feeling, which has rejoiced the hearts of so many anxious parents of deaf mutes—which is exemplified in so many of our pupils, and which, we trust, will here be wrought till that millennial period shall arrive, when, if there shall yet remain any deprived of speech and hearing, every parent will be qualified to minister to their intellectual and spiritual necessities.

“Till that happy time shall come, let us, gentlemen of the Board of Directors and Teachers of the Institution, relying on the sympathy and aid of all friends of humanity, let us labor, faltering not at temporary difficulties, as becomes the descendants of those who fought and bled on these heights; zealously, as becomes Christians who feel the value of so many immortal souls as are intrusted to our keeping; hopefully, in reliance on His favor who has so signally prospered our past labors, and who has said, ‘The wilderness and solitary place shall be glad for them, and the desert shall rejoice and blossom as the rose. It shall blossom abundantly, and

rejoice even with joy and singing. Then the eyes of the blind shall be opened, and *the ears of the deaf shall be unstopped*. The lame man shall leap as a hart, and *the tongue of the dumb shall sing.*'"

[At the close of Dr. Peet's address, Israel Russell, Esq., came forward, and read the following list of articles to be deposited, according to the common custom of such occasions, in the corner-stone.]

1. Parchment containing date of the act of incorporation and establishment of the Institution, original officers and directors of the same, autographs of the present officers and directors, instructors, architect, &c., &c., names of officers of the general government, and officers of the government of the state of New York.

2. Twenty-fifth report and documents of the New York Institution for the Instruction of the Deaf and Dumb, for the year 1843, containing a history of the Institution for the first twenty-five years of its existence.

3. Twenty-sixth report, embracing a report of the schools for the deaf and dumb in central and western Europe, by Rev. George E. Day, 1844.

4. Thirty-third report, containing a report of a visit to institutions for the instruction of the deaf and dumb, in France, Italy, Switzerland, Belgium and Great Britain, by Harvey P. Peet, President of the Board, 1851.

5. Thirty-fourth report, for the year 1852.

6. Address delivered at the New York Institution for the Instruction of the Deaf and Dumb, December 21, 1846, containing the proceedings of the dedication of the chapel.

7. Address delivered in Commons Hall, at Raleigh, on the occasion of laying the corner-stone of the North Carolina Institution for the Instruction of the Deaf and Dumb, April 14th, 1848, by Harvey P. Peet, LL. D.

8. Course of instruction for the deaf and dumb, by Harvey P. Peet, LL. D.

Part first, third edition, 1849.

Part second, 1849.

Part third, 1850, and

Scripture lessons.

9. Proceedings of the First Convention of American Instructors of the Deaf and Dumb, held at the New York Institution, August 28, 29 and 30, 1850.

10. Proceedings of the Second Convention of American Instructors of the Deaf and Dumb, held at the American Asylum for the Deaf and Dumb, Hartford, Connecticut, on the 27th, 28th, 29th August, 1851.

11. American Annals of the Deaf and Dumb, Volume V., No. 4, Hartford, July, 1853.

12. By-laws, for 1830, 1845 and 1853, with all the acts of the legislature, the names of all the officers, directors and instructors of the Institution, to this date.

13. Copy of wood engravings by eight pupils, July 6th, 1853.

14. Likeness of Rev. James Milnor, D. D., President of the Institution from 1829 to 1845, presented by Israel Russell.

15. Elevation and ground plans, with a description of the buildings in course of erection.

16. Manual of the Common Council for 1853, presented by D. T. Valentine, Esq.

17. Laws and ordinances of the corporation, presented by D. T. Valentine, Esq.

18. Map of the city of New York for 1853, folded.

19. Map of the state of New York, for 1853.

20. Map of the United States of America, for 1853.

21. Likeness of Gen. Washington, with his farewell address, the declaration of independence, and the constitution of the United States, presented by Israel Russell.

22. Statement of the United States census for 1850.

23. American coins of 1853, from a half-cent up to one dollar.

24. Roman coins issued during the republic of 1848, presented by B. R. Winthrop.

25. Bronze medals of Gilbert Stuart and Washington Allston, presented by Andrew Warner.

26. New York city directory for the year 1786, presented by Prosper M. Wetmore.

27. New York directory for 1853-54, presented by Chas. R. Rode.

28. Copies of the evening papers of November 21st, 1853: Evening Post, Monday, Nov. 21st, 1853. N. Y. Commercial Advertiser, do. N. Y. Evening Express, do. New York Evening Times, do. Evening Mirror, do.

29. Copies of all the morning papers of Tuesday, Nov. 22d, 1853: New York Journal of Commerce, New York Express, Morning Courier and New York Enquirer, The Sun, New York Herald, New York Tribune, New York Daily Times, Daily National Democrat, True National Democrat, and The Day Book, by female compositors.

[The corner-stone was next laid, with the usual ceremonies, under the superintendence of the mayor of the city of New York, who read the following address.]

“ My friends, the occasion which has called us together, is one of particular interest, and I am happy to see it honored by the presence of so many of my fellow-citizens. The institution, the corner-stone of which has now been laid, is intended for the instruction of those unfortunates on whom the afflicting hand of God has been laid in depriving them of their speech and hearing. Time was, my friends, and that not very far remote, when one thus situated was removed from almost all intercourse with the outward world, save by such signs as nature might have taught, and those were unintelligible, except to the few who might perhaps be brought into daily contact with them alone. Thanks, however, to many noble philanthropists, we may now almost say that the dumb are taught to speak, and the deaf to hear. The mute is now by the aid of institutions like this, brought into communion with his fellow-men, and the germs of the intellect planted in him by the Almighty are fostered and cherished, and nourished into maturity and growth, the once afflicted being enabled to assume that rank amongst his fellow-men that becomes a useful and intelligent citizen. But it is not my place to expatiate upon the objects or benefits of such an institution: the duty which devolved upon

me discharged, I shall listen to those around me who are better qualified and more capable of doing justice to such a subject."

[The Rev. Dr. Adams of New York now took the stand, and delivered a speech which, say the papers, "was frequently interrupted by manifestations of applause." He said:]

"I can not conceive of any reason why I should have been requested to say anything in addition to the interesting addresses which have been already made, rather than any other one from those associated in the board of directors, except it may have been thought that a word from one of my profession would not be altogether unbecoming and inappropriate to this occasion. The president of the Institution has presented to us a statement of those historical incidents which are associated with this occasion. His honor the mayor has spoken of the bearing of some of those things that act and exercise an influence on the efforts of philanthropists of our city; and it may not be thought altogether without interest or pertinency, if as a minister of religion, I should say one word on some of the bearings of this occasion, in the cause of morals and religion.

"It was the boast of Augustus Cæsar that he found the city of Rome composed of brick and left it marble. To the external decorations of a city, we can not be indifferent, but it is well to remind ourselves that the imperial city, even in its days of Augustan splendor and magnificence, had not one of those humane and charitable institutions, which are the chief decoration of a Christian metropolis. She had her long aqueducts stretched across the valleys from the Sabine hills. Her sculptured arches spanned the Appian and Flaminian way. Her triumphal pillars reared the fame of the martial heroes into the sky. Her theaters and amphitheaters of colossal dimensions were monuments at once of classic elegance and might; but not one hospital for the sick, not one retreat for the orphan, not one refuge for the needy and the friendless, not one asylum for the blind, not one help for the idiot, not one hope or belief for the mute. When, oh when was it ever seen before that a

man born blind was made to see? When was it ever seen until that miracle which fashioned the question that burst from the lips of the man who saw the Son of God in His act of merciful healing? That was indeed a new epoch in the history of earthly misfortune, and all the humane and charitable institutions that now exist in the world sprung up on that spot—the results of that religion and belief which is faith in the Son of God.

“Painters of all times and of every school have made efforts to embody upon canvas the expression of wonder, and gratitude, and delight, with which it is to be naturally supposed the blind Bartimeus, when the merciful touch of Christ first opened his eyes, gazed upon the benignant face of the Redeemer; and the same expression might be noticed in the generally portrayed attitude of the deaf mute, when our Lord put his finger into the dull and dead ear, and uttered the merciful and authoritative “Ephatha—be opened,” and that before useless cell caught for the first time the sweet sound of the Saviour’s voice, and the imprisoned tongue sprang from the chain of silence into the music of gratitude and praise. There are a great many interesting psychological questions in connection with the history of the unfortunates; we do not expect that any mortal hand will repeat that miracle of our Lord; we do not believe that any human surgery, however skillful, will succeed in effecting universal relief in all cases of such misfortune, but it is true that the human mind has designed, and the human hand has, by skill and Christian compassion, wrought many wonders in the case of those deprived of speech, and has poured an almost miraculous mercy into the benighted and silent soul of the unfortunate.

“I have said that there were many psychological questions suggested by the care and instruction of those who are in the condition of inmates of this Institution, and if I were to adopt the allegorical language of our friend Bunyan, I might ask, when the eye-gates and ear-gates are closed—for I speak of those who are bereft of either sense that brightens the approach to and sheds the dawn into the soul of

man—whether we will not have in our own houses some peculiar science and method of instruction by which the fathers and mothers of mutes may be able themselves to readily communicate some peculiar means of approach between themselves and their afflicted children. I propose no visionary theory upon this subject; it is now testified, after a close and careful observation made in connection with this institution, that the process of instruction not only confers upon those committed to our care, an education in the useful arts, and a knowledge that will confer honor and happiness in life, but that it has also been abundantly successful in developing conscience, in awakening the silent affections of the soul, and establishing a communion between man and the Father of our spirits, in exciting a consciousness of all great and charitable truth—plainly showing that a neglect to afford them the opportunities of thus learning would be nothing less than the withholding that knowledge which makes wise unto salvation.

“I never was engaged in a personal experience of those unfortunates who are here under instruction, without being at once surprised and delighted at the prompt, clear, and proper expressions used in the answers, which are delivered almost always in the very words of Scripture, and their correct sentiments upon this, the chief and most important of all subjects. Perhaps some advantage may accrue to some whose minds are yet unenriched with those possessions, but are led away by the folly and error by which many minds are bewildered in the present day, to relate a conversation which once took place between a visitor and a deaf and dumb pupil. Starting upon an inquiry concerning his religious convictions, and beginning at very simple questions, such as ‘Who made the world?’ the little boy caught up his piece of chalk and instantly wrote the answer, ‘In the beginning God created the heavens and the earth.’ ‘And why did Jesus Christ come into the world?’ continued the visitor. No sooner was the question proposed than the boy seized his piece of chalk and traced the reply, ‘This is a faithful saying, and worthy of all acceptance, that Jesus Christ came into the world to save sinners.’

“Delighted with the reply, the visitor resolved to press even to a point of peril, some question that would put to the utmost test the education and the spirit of the boy. ‘Why are you deaf and dumb, when I can speak and hear?’ A sweet and touching expression of resignation passed over the face of the boy as he took up the chalk and wrote instantly, ‘Even so, Father, for so it seemeth good in thy sight.’ Well might the minister of religion implore a blessing upon the undertaking in which we are now engaged. We must all rejoice that we have been privileged to take part in the services of this occasion. It is a pleasant thing for us to be present, and a pleasant reminiscence it will be to us. It is now a gratifying thought, the recollection to those who were present when the corner-stone of the first edifice was laid; and so it will to us hereafter be a pleasant reminiscence that we were present at the founding of ampler accommodations for the multitude of unfortunates that require the fostering care of the Institution—not only, too, where they may have a safe and quiet shelter, continued protection and parental care, and a knowledge of the useful arts, but also that which will be the consolation of their lives here and their surety hereafter—Religion. I congratulate those who have come forward on this occasion, on the manifold advantages that will accrue to those unfortunates, from the act in which they are engaged. Perhaps the necessity for these benefits may begin in the bosoms of our own families, for in this respect God is no respecter of persons. In these pleasant lawns many young feet will find healthful recreation, long after the feet that stand here now shall have rested from the pilgrimage of life. Beneath these open skies, God will speak to them, in visions of brightness and beauty, and in the chapel which will be part of the edifice here to be erected, multitudes of silent worshipers, we trust, will be prepared for that upper temple, where no tongue is speechless and no ear is deaf.”

At the conclusion of Dr. ADAMS's address, Mr. WETMORE called attention to the presence of Judge SCOTT, who drew the charter of the Institution; to SILVANUS MILLER and

AZARIAH C. FLAGG, Esqs., who were present at the laying of the corner-stone of the first building erected for its accommodation ; and to LAURENT CLERC, of Hartford, a native of France, who was one of the deaf-mute pupils of the Abbé Sicard, and came to this country as an instructor of the deaf and dumb more than thirty years ago.

Mr. CLERC then addressed the audience in the sign language, his remarks being interpreted orally by Mr. EDWARD PEET. He said :

“ My friends and unfortunate fellow beings :

“ Upward of thirty-seven years ago, I left France, my natal country, and landed at New York with the late Rev. Dr. Gallaudet. Few among you were then children ; the greater number were not yet born. From New York, we proceeded to Hartford, Conn., where the first school for the instruction and education of the deaf and dumb in America was founded and organized. Two years afterward, that is, in 1817, just thirty-five years ago, your own institution was incorporated by the legislature of your state, through the exertions of several benevolent gentlemen, and opened for your reception the year following. Your school was held in the New York buildings, in the rear of the City Hall, where the honorable corporation had provided rooms on the second story. The male and female pupils, then not exceeding from twenty-five to thirty in number, attended school together ; but after school, the males went to board with their teachers in Lombardy street, and the females with the superintendent and his lady in Chatham street. Whenever I came down to New York, I seldom failed to visit them, and glad was I to see them, and to impart to the teachers such information as they wanted. Things went on in this manner till 1828, when the pupils were removed to the present handsome building in Fiftieth street, and in two or three years, your institution will be here on Washington Heights, where I am addressing you. As I look around and see how beautiful the place is, I can not but be surprised to think how New York has surpassed all other places in this respect. You will not, I hope, be proud of it, however, for it is not of your

own contriving. You must recollect that it is God who has enabled your noble and kind friends to sustain you, and who has given you all these good things. We, your directors and teachers, will go on with all our efforts, and strive all in our power to do what good we can; and as we grow old and die, other benevolent persons will come and fill our vacant places."

Mr. CLERC then returned thanks to the friends of the Institution, but said that the greatest thanks were due to our Divine Father, and that after many hundred years had rolled by, he trusted this Institution would still be found flourishing and blessed by heaven.

The benediction was then pronounced by Rev. Dr. KNOX, after which the company returned to the mansion house, where they partook of an abundant collation provided by Mrs. STONER, the estimable and efficient matron of the Institution.

The edibles having received their due share of attention, toasts were drank in coffee and cold water, and pleasant speeches were made by Mr. Wetmore, Dr. Peet, the Revs. W. W. Turner and Eastman, Silvanus Miller and Azariah C. Flagg, Esqs., Hon. Erastus Brooks, Dr. Tuthill, and Professors Van Nostrand, Cooke, and I. L. Peet.

Mr. TURNER has favored us with the substance of his remarks. They were as follows:

"Mr. President:—It gives me great pleasure to be with you here to-day, on an occasion of so much interest. I am proud, also, to appear before you as a delegate of the American Asylum at Hartford—not so much because it is the greatest and the most renowned of the institutions for the deaf and dumb in this country, as that it is the mother of them all. For it may have happened to her as it has sometimes happened to other mothers, that she has a daughter greater than herself; that she is great, like the little state of Connecticut in which she is located, not in extent of territory nor in the amount of population, but in having sent forth her intelligent sons and virtuous daughters by hundreds and by thousands to make other states great. But, sir, while you rejoice over the greatness of your own Institution, do not

forget that she was born in Connecticut, and has grown great under the fostering care and nurture of the sons of Connecticut.

“Mr. President, what have you been doing here to-day? Laying the corner-stone of an edifice, not on which you design to lavish expense, to gratify pride in making it a model in art and a *chef-d'œuvre* in architecture, though we trust in these respects there will be no deficiency, but of an asylum for the deaf and dumb. You have been laying the corner-stone of an institution in which these unfortunate children will be delivered from the darkness and hopelessness of their condition, and be made intelligent and useful members of the community. This edifice will not, like the famous pyramids of Egypt, outlive its history. From the tomb, when questioned respecting its origin, there comes no answer. Mausoleums of the dead give back no response when inquired of concerning their builders. But the names of those who have to-day laid this corner-stone, with those who founded this Institution, will be cherished by the deaf and dumb of this Empire State in successive generations to the end of time, among their most precious memories. Their names, though not engraved in stone or brass, will be preserved on tablets of living hearts, until all the structures of earth shall be involved in one common ruin. They will not be forgotten until all who have done good on earth shall have gone up to receive the full reward of well-doing. They will not be forgotten until that glorious passage of Holy Writ, already partly fulfilled, will be realized in its full import, ‘The ears of the deaf shall be unstopped, and the tongue of the dumb sing.’”

At half past four o'clock, P. M., the down train of cars stopped in front of the premises, and the guests returned to the city.

Thus closed a day memorable in the annals of the Institution, and furnishing a prestige, it is hoped, of the success and prosperity that will ever attend it.

The following impromptu lines were written upon the ground, between the hours of 10 and 11 A. M., without the

aid of seat or table, by Miss MARY TOLES, a recent graduate of the Institution.

L I N E S .

Brightly the star of hope has risen
Above the lone mute's silent path,
And lo ! its cheering beams have driven
Aside the dark'ning clouds of wrath.

No more he treads life's joyless way
A thing of pity or of scorn,
For learning's pure, ennobling ray,
Has op'd a bright, a glorious morn.

Long years he lingered, mental night
Enshrouding the bright pearl within ;
While others gazed with fond delight
On nature's scenes, 'twas naught to him.

While others consolation found
In that blest volume, Heaven inspired,
He dwelt in sorrow, darkly bound,
Nor knew a Saviour for him died.

But then there rose a " noble few,"
A glorious, self-denying band,
Who labored with a lofty view,
And the dark lone abyss was spanned.

The child of silence stood beside
A living fount, of crystal pure ;
Beyond, around, on every side,
Spread the rich plains, fair Science' dower.

And now to-day with joy we greet,
A noble structure to begin,
A fane where silent ones may meet,
And learning's laurels strive to win ;

And pray for blessings on the heads
Of those who've gently led us on,
And taught us Him to know and fear,
Who gave for us His matchless Son.

And he, our venerated sire,
Long may he live, to love and bless
The fruits his hands have served to win—
The hearts e'er filled with thankfulness.

THE "EXPERIMENT" EXPLAINED.

BY JOHN R. BURNET.

MR. JACOBS "does not see the point of the objection" to his theory, founded on the comparative slowness of reading by signs. I will explain.

I understand Mr. Jacobs to deny, or at least to doubt, the possibility of written words becoming for a deaf mute the direct object and instrument of thought. In the preface to the volume of lessons published by him in 1834 or 1835, he says of written words, "They can only become the signs of signs; to us, the signs of words; to the deaf and dumb, the signs of gestures." In his article in the last number of the *ANNALS*, he however admits that words representing *visible* objects may become directly the signs of the *things* they stand for.

I supposed from the preface just cited, and the general drift of Mr. Jacobs' reasoning, that he considered it necessary for the deaf mute to have some set of signs intermediary between written words and ideas; that for a deaf mute to *read*, necessarily supposed the repetition, actual or mental, of the *sign* corresponding to each word, as with those who hear, to *read* is to repeat, aloud or mentally, the *articulation* corresponding to each written word. And Mr. Jacobs seems still of that opinion, so far as concerns words not representing visible objects.

Now, if of two boys, one of whom read by *methodical signs*, and the other merely recognized each printed word, without repeating mentally the corresponding signs, the latter could read the fastest, and get the sense of the passage at least as well, as my experiment showed, I conceive the result is decidedly against Mr. Jacobs' theory.

I admit, however, that a single experiment is not decisive of a question of this kind. I will repeat it as I have opportunity, and I would suggest that teachers who feel interested in the decision of the question, should make similar experiments, and send the result to the *ANNALS*,

I hold that it is possible, indeed a fact confirmed by the experience of every teacher, that written words can be retained in the memory of a deaf mute, though not associated with any signs or even with any ideas. (The case is the same with words spelled on the fingers. Deaf mutes in general remember words under the latter form. Some, however, remember and repeat them mentally, under their written or printed form.) Has not Mr. Jacobs been applied to, by many of his pupils, for the explanation of words and phrases which they had committed to memory for the express purpose of asking their meaning, and which, of course, they could remember and repeat without associating them either with signs or even with ideas?

And if written words can be remembered and repeated by deaf mutes without associating them with any signs, why can not *ideas*, *abstractions*, as well as sensible *images*, be attached to them *directly*, without the intermediary of signs? Let those who doubt this make the experiment.

But if it be granted that deaf mutes can acquire the ability to use writing or dactylology as the direct object and instrument of thought, it may still be urged that they will retain the forms of language better by using methodical signs.

The consideration of this point would require more time and thought than I can now give to it. I would again propose that it be tested by *experiments*. That Mr. Jacobs has succeeded remarkably well by using methodical signs, Mr. Brown* bears strong testimony. Let those who endeavor to lead their pupils to attach their ideas directly to the visible forms of words, compare their results, in some appreciable form, with those obtained by using methodical signs.

* See Proceedings of the Third Convention.

List of Pupils of the Ohio Asylum.

[In Vol. IV., No. 4, of the ANNALS, we presented a complete list of the pupils of the American Asylum, and added our wish that other institutions for the deaf and dumb would follow the example. For purposes of reference, such tables are very valuable, and they ought to be preserved in a permanent form. Mr. Stone, the able and industrious Superintendent of the Ohio Asylum, has sent us the following catalogue of the pupils of that school for deaf mutes; the list embracing, as we understand it, not only former, but present inmates of the establishment. While we have no desire to admit into the ANNALS an undue proportion of mere statistical facts, such knowledge being of no great interest to the general reader, we cheerfully resign a part of an occasional number to this purpose; and we now invite superintendents of other institutions to prepare for our pages similar tables, so that when complete, they may furnish a perfect tabular record of all the educated deaf mutes of the country. Editor.]

N A M E.	Residence.	Time of adm.	Cause of Deafness.	Deaf and Dumb Relatives.	How supported.	Time under instruc.	Remarks.
Abel, George F.	Huntsville, Logan co.	1849	18 Scarlat fever.		State.	3 yrs.	Dead.
Adelman, Joanna	Peru, Huron co.	1845	17 Unknown.		"	5 "	
Albright, Daniel	Worcester, Wayne co.	1844	35 "		"	4 mo.	
Alderman, Louisa	Brookfield, Trumbull co.	1853	13 Congenital.		"		Now a pupil.
Allen, Nirim B.	Marietta, Washington co.	1848	13 Sickness in infancy.		Friends.	3 mo.	
Ambrose, Elizabeth	Lagrange, Lorain co.	1847	14 Scarlat fever.		State.	4 yrs.	
Ambrose, George R.	Chillicothe, Ross co.	1850	11 Unknown.	1 brother.	"	1 mo.	
Anderson, Samson	Cincinnati, Hamilton co.	1840	15 Congenital.	1 brother.	"	6 yrs.	
Anderson, Thomas A.	"	1840	20 "		"	5 "	
Andre, Marcellus	Powellsville, Scioto co.	1852	12 Inflam. in head at 4 yrs.		"	5 "	Now a pupil.
Andrews, Ellen A.	Brownhelm, Lorain co.	1848	11 Gatherings in head.	1 sister.	"		
Anthoni, Frederic	Delaware, Delaware co.	1847	11 Congenital.	1 brother.	"		Now a pupil.
Anthoni, Rosanna	"	1851	9 "	Mother.	"		"
Armstrong, Joseph S.	Amity, Madison co.	1852	10 Sickness at 18 mo.		"	1 "	"
Artherholt, Colonel	Brookfield, Trumbull co.	1851	13 Fall at 1 yr.		Friends.	2 "	
Bailey, James	Lithopolis, Fairfield co.	1837	25 Cold.		"	2 "	
Baird, William	Centreville, Wa'sh co., Ill.	1836	30 Congenital.	1 sister.	"	2 "	
Baker, Adam W.	Letimberville, Marion co.	1851	14 Gath. in head at 6 mo.		State.	2 "	
Baker, Edwin	Milan, Huron co.	1832	12 Congenital.	1 bro. & sis.	Friends.	5 "	Dead.
Baldwin, John	Urbana, Champaign co.	1831	29 Gath. in head at 9 mo.		"	4 "	"
Balls, DeWitt C.	Newport, Ver'ion co., In.	1841	13 Congenital.		State.	2 "	
Barcroft, Eliza M.	Cadiz, Harrison co.	1849	19 Scarlat fever at 7 yrs.		"	1 mo.	Now a pupil.
Barkley, John C.	Pleasant Grove, Cler't co.	1853	10 Neuralgia at 3½ yrs.		State.		Married a deaf mute; a shoe-maker.
Barnes, Washington	King, Coshocton co.	1842	22 Sickness at 3 yrs.	1 bro. & sis.	Friends.	1 yr.	

List of Pupils---Continued.

N A M E.	Residence.	Time of adm.	Cause of Deafness.	Deaf and Dumb Relatives.	How supported.	Time under instruc.	Remarks.
Barnet, Quincy A. E.	Columbus, Franklin co.	1846 15	Sickness at 5 yrs.		State.	7 yrs.	
Barnhisel, John T.	Girard, Trumbull co.	1843 10	Congenital.		Friends.	6 "	Now a pupil.
Barr, Susannah E.	Wapakonetta, Aug'zco.	1852 11	Conges. brain at 13 mo.		State.	1 "	Dead.
Barrett, Maria	N. Petersburg, High. co.	1838 14	Congenital.		Friends.	1 "	Now a pupil.
Barrich, John	Cincinnati, Hamilton co.	1848 8	Gatherings in head.		State.	5 "	Married a deaf mute.
Barton, Sarah I.	Troy, Miami co.	1839 12	Congenital.		"	5 "	
Bates, Chloe	Hiram, Portage co.	1838 14	Inflam. brain at 18 mo.		"	5 "	
Beakley, Henry	Concord T., Delaware co.	1830 12	Sickness in infancy.		Friends.	2 1/2 "	Dead.
Beall, Elizabeth A.	Congress, Wayne co.	1848 11	Congenital.		State.	2 "	
Bean, Mary F.	Conneaut, Ashtabula co.	1833 17	Inflam. in the head.		"	4 "	Married a deaf mute.
Bear, Jacob	W. Alexandria, Preble co.	1833 22	Unknown.		"	1 "	Dead.
Beauchamp, Rosanna	Franklin, Warren co.	1831 22	Congenital.	1 sister.	"	3 "	
Beebe, Ira P.	Liverpool, Medina co.	1836 15	"		"	3 "	A farmer.
Bell, Reuben	Bazetta, Trumbull co.	1844 11	Scarlet fever.		"	7 "	
Bellows, John	Rutland, Meigs co.	1838 30	Cold at 2 yrs.		Friends.	1 "	A farmer.
Bennet, David	Monroeville, Huron co.	1851 15	Congenital.		State.	5 "	Now a pupil.
Bennet, Green	Ames T., Athens co.	1830 10	Sickness at 1 1/2 yrs.		"	5 "	
Bentley, Joseph E.	Batesville, Ark.	1841 10	Congenital.	[relative.	State & F'ds.	5 "	
Berry, Elizabeth	Westville, Champai'n co.	1845 10	"	1 bro., 1 sis., 1	State.	7 "	
Berry, Joseph	"	1843 14	"	2 sis., 1 relative.	"	6 "	
Bethel, David	Sugar Grove, Fairfield co.	1849 15	Sickness in childhood.		Friends.	2 1/2 "	Now a pupil.
Beymer, Simon	Washington, Guern'y co.	1830 16	Inflam. in the head.		"	1 "	Dead.
Bierce, Mary C.	Circleville, Pickaway co.	1853 9	Erysipelas at 8 mo.		State.	1 "	Now a pupil.
Bixly, Willis W.	Brown T., Carroll co.	1840 20	Measles.		"	1 "	Dead.
Blackburn, H. E. B.	Grove City, Franklin co.	1853 13	Congenital.	1 sis., 1 bro.	"	1 "	Now a pupil.
Blackburn, Isabella C.	"	1853 11	"	1 sis., 1 bro.	"	"	"
Blackburn, Samuel B.	"	1853 20	Water on brain at 3 yrs.	2 sisters.	"	"	"
Blair, Enoch	Bellefontaine, Logan co.	1833	Sickness.		"	4 "	
Blakeley, Mary I.	E. Liverpool, Colum. co.	1847 13	Scarlet fever.		Friends.	1 "	Portrait-painter.
Bliss, Charles H.	Zanesville, Musk'gum co.	1832 21	Cold at 2 yrs.		"	1 "	
Bogle, Mary C.	Springfield, Clark co.	1841 10	Scarlet fever at 2 yrs.		State & F'ds.	7 "	
Boice, Newton I.	Kyger, Gallia co.	1850 9	Sickness.		State.	1 "	Now a pupil.
Border, Edith	McConnelsville, Mor'n co.	1852 12	"		"	"	"
Bowen, Harriet A.	Logan, Hocking co.	1842 10	Fever at 16 mo.		"	7 "	Dead.
Bowes, Edwin N.	Norwalk, Huron co.	1845 9	Fever at 1 1/2 yrs.		Friends.	2 "	

Bowers, Mahala	Bridgeville, Musk'm co.	1839	13	Cold at 1 year.	1 sister.	State.	4	yrs.
Bowers, Philomela	"	1842	11	Fever at 18 mo.	1 sister.	"	5	"
Bradley, Elizabeth	Middlebury, Portage co.	1832	21	Congenital.	2 sisters.	State & F'ds.	4	"
Bradley, Martha	"	1833	16	"	2 sisters.	State.	5	"
Bradley, Mary	"	1835	16	Accident at 2 years.	2 sisters.	"	5	"
Bronson, Charles	Warrensburg, Cuyahoga.	1835	10	Congenital.	1 brother.	"	9	"
Bronson, George E.	Twinsburg, Portage co.	1834	12	Disease in h'd at 2 yrs.	1 brother.	"	6	"
Broughton, Betsey A.	Carlisle, Lorain co.	1847	10	Congenital.	"	"	1	"
Brown, John	Urbana, Champaign co.	1831	16	"	"	"	1	"
Brubaker, Samuel	Millerstown, "	1846	11	"	"	"	5	"
Bull, Horatio A.	Perrysburg, Wood co.	1848	10	Sickness.	"	"	5	"
Burke, Wealthy A.	Willoughby, Lake co.	1844	16	Congenital.	"	"	5	mo.
Butcher, John	Kenton, Hardin co.	1848	19	"	2 sis., 2 unc.	"	2	yrs.
Butcher, Phoebe	"	1848	15	"	1 b'r 1 sis. 2 unc.	"	2	"
Butcher, Sarah	"	1848	17	"	1 b'r 1 sis. 2 unc.	"	2	"
Butler, Caroline A.	Pataskala, Licking.	1852	12	Scarlet fever at 4 yrs.	"	"	3	mo.
Butler, Jane	Mahoning, Stark Co.	1848	22	Unknown.	"	"	5	yrs.
Byington, Mary J.	Cincinnati, Hamilton co.	1835	10	Dropsy on brain, 7 mo.	"	"	6½	"
Calkins, Catharine L.	New Lyme, Ashtabula co.	1837	11	Cl'r-rash at 2 y's 8 mo.	"	"	4	"
Call, Ephraim	Delaware, Delaware co.	1843	10	Sickness at 1 year.	"	"	2	"
Carnean, Zebdiel	Powellsville, Sciota co.	1853	17	Scarlet fever at 8 yrs.	"	"	2	"
Carpenter, Abigail	Concord, Ross co.	1837	15	Fever at 18 mo.	"	"	5	"
Carpenter, Elizabeth	Liberty T., Delaware co.	1830	16	Sickness at 1½ yrs.	"	Friends.	2	"
Carr, Washington	Clarksfield, Huron co.	1841	13	Congenital.	"	State.	6	"
Case, Edwin	Monroe, Butler co.	1849	13	"	"	"	6	"
Castle, Ira	Northfield, Portage co.	1838	11	Swel'g in ear in inf'cy.	"	"	6	"
Chadwick, James	Granville, Licking co.	1834	11	Whooping Cough.	"	"	6	"
Chapman, Isabella	Columbus, Franklin co.	1847	10	Fits at 4 yrs.	"	"	6	"
Chase, George W.	Bethlehem, Stark co.	1836	16	Congenital.	"	State & F'ds.	6	"
Christy, Sarah J.	Rutland, Meigs co.	1850	12	Acute meningitis 8 y's.	1 sister.	State.	1	"
Click, Aaron	Oxford, Butler co.	1847	8	A fall.	"	State & F'ds.	5	"
Cole, Rhoda	Miffin T., Franklin co.	1835	12	Fever at 2 yrs.	"	State.	1	"
Collins, Sarah M.	Rockport, Cuyahoga co.	1838	13	Inflam. in head 2 yrs.	"	"	4	"
Conneyges, John W.	Evansport, Defiance co.	1850	17	Scarlet fever.	"	"	4	"
Conger, Elias	Truro, Franklin co. [In.	1849	10	Unknown.	"	Friends.	6	"
Cook, Corydon	Manchester, Dearborn co.	1834	22	Fever at 2 yrs.	"	State.	3	"
Cook, Henry C.	Berlinville, Erie co.	1853	17	Mumps at 13 yrs.	"	"	3	"
Coolley, Noah	Granville, Licking co.	1840	10	Inflammation in head.	"	"	3	"
Cooper, Thirza A.	Dover, Cuyahoga co.	1830	20	Congenital.	"	"	7	"
	Zanesville, Musk'm co.	1844	11	"	"	"	17	"

Married.
A shoemaker.
Married a deaf mute.
Now a pupil.
Dead.
Now a pupil.
Died at the Institution.
Married; a farmer.
Now a pupil.
Died at the Institution.
Married a deaf mute.
Dead.
Now a pupil.
Died at the Institution.
Now a pupil.
Dead.
Married a deaf mute.
Now a pupil.
State & F'ds.
Dead.
Now a pupil.
Married a deaf mute; a farmer.
Now a pupil.
A farmer.
A farmer.

List of Pupils---Continued.

N A M E.	Residence.	Time of adm.	Cause of Deafness.	Deaf and Dumb Relatives.	How supported.	Time under instruct.	Remarks.
Corbin, Mary	Patterson, Hardin co.	1850	Congenital.		State.		Now a pupil.
Costello, Elizabeth	Cincinnati, Hamilton co.	1852	"		"		"
Cottigham, Mary I.	Troy, Miami co.	1853	Scarlet fever at 16 mo.		Friends.	5 yrs.	"
Croust, Charles J.	Washington, Coshoc'n co.	1843	Congenital.		State.	4 "	Married; a farmer.
Cuddeback, James	Vermillion, Erie co.	1835	Sickness in childhood.		"	4 "	"
Cummings, Ellen M.	Dresden, Muskingum co.	1846	"		"	3 "	Died at the Institution.
Cureton, Catharine E.	Parish of Rapids, La.	1839	Unknown.		Friends.	2 "	"
Curry, James A.	West Point, Columb'a co.	1844	Scarlet fever at 8 mo.		State.	4 "	A farmer.
Dailey, James	Franklin, Monroe Co.	1847	Congenital.		"	6 "	Now a pupil.
Dailey, John	Cincinnati, Hamilton co.	1850	Convulsions.	1 bro & rela'ves.	"	4 "	A farmer.
Dakin, Banks	Wilmington, Clinton co.	1842	Unknown.		"	6 "	"
Dakin, Elizabeth	"	1849	"		"	4 "	"
Dakin, Lydia E.	"	1839	Gatherings in head.	1 bro., 1 sis.	State & F'ds.	6 "	"
Daraugh, James	Henry co.	1842	Unknown.	1 brother.	State.	1 "	A farmer.
Davis, John	Hanover, Shelby co., In.	1836	Congenital.	1 brother.	Friends.	4 "	Married; a farmer.
Davis, Margaretta	Good Hope T., Hock'g co.	1830	Sickness in infancy.		State.	4 "	"
Davis, Randolph	Kenia, Greene co.	1836	Dis. in head at 1 1/2 yrs.		"	8 "	Dead.
Day, John	Somerton, Belmont co.	1853	Congenital.		"	1 "	Now a pupil
Deeter, David	German, Darke co.	1846	"	1 bro., 4 sisters.	"	4 "	A farmer.
Derk, Henry	Canaan, Wayne co.	1836	Sickness in childhood.		State & F'ds.	4 "	A shoemaker
Dickinson, Harriet A.	Hicksville, Defiance co.	1850	Congenital.	2 brothers.	State.	1 "	"
Dickinson, John F.	"	1845	"	1 bro., 1 sis.	"	2 1/2 "	"
Dickinson, Thomas S.	"	1845	"	1 bro., 1 sis.	"	4 "	"
Dickson, William	Columbus, Franklin co.	1837	Scarlet fever at 9 yrs.		State & F'ds.	2 "	"
Dilworth, William	Sandy T., Columbiana co.	1831	Cold at 4 yrs.		State.	5 "	Married; a potter.
Douglass, Charles R.	Tallmadge, Summit co.	1841	Fever at 3 yrs.		"	1 "	Now a pupil.
Drake, Daniel	Sun. C'k X R'ds, Pe'y co.	1841	Unknown.		"	2 "	"
Drake, Mary A.	Mad River T., Clark co.	1851	Erysipelas at 15 mo.		"	1 "	"
Dugin, Mary A.	Georgetown, Brown co.	1847	Unknown.		"	2 "	Married; a shoemaker.
Dunham, James C.	Pikeon, Pike co.	1831	Sickness in childhood.		Friends.	4 "	A shoemaker.
Dunlap, Thomas H.	Flem'burgh, Flem. co. Ky	1832	Congenital.		State.	5 "	Now a pupil.
Datro, Melissa	Taylorsville, Muskin. co.	1851	Scarlet fever at 4 yrs.		"	4 "	"
Edinister, Eliza J.	Sunbury, Delaware co.	1851	Cold at 1 yr.		"	4 "	"
Edwards, Bartholom'w	Hartleyville, Athens co.	1850	Congenital.		"	4 "	"
Eichocker, Catharine	Akron, Summit co.	1853	Inflam. in head at 2 yrs.		"	4 "	"

Elliott, Alexander	Mt. Vernon, Knox co.	1831 14	Congenital.	1 sis.	State & F'ds.	4 yrs.	A house-painter.
Elliott, Eliza	" "	1831 16	Congenital.	1 bro.	State.	4 "	Married a deaf mute.
Ellis, Caroline	New Martins'g, Fay't co.	1853 11	Inflam. in h'd at 11 mo.	2 sec. cous.	"	7 yrs.	Now a pupil.
Emmons, Ann	Pleasant Ridge, Ham. co.	1837 10	Unknown.		Friends.	3 mo.	Married a deaf mute.
Evans, James	Franklin, Franklin co.	1829 23	Sickness in infancy.		"	2 1/2 yrs.	
Evans, Robert	Monroe, Licking co.	1836	Congenital.	2 rel.	State & F'ds.	1 yr.	Now a pupil.
Evans, William A.	Georgetown, Brown co.	1845 9	Unknown.	5 bro. & 2 sis.	State.	1 "	
Faagans, Addison	Brownsville, Licking co.	1835	Fall at 8 yrs.	3 bro. & 2 sis.	"	1 "	
Fair, Ann	Reed, Seneca co.	1840 24	Congenital.	2 bro. & 3 sis.	"	1 "	A farmer.
Fair, Esther	" "	1840 26	"	2 bro. & 3 sis.	"	1 "	"
Fair, Hiram	" "	1840 34	"	2 bro. & 3 sis.	"	2 "	
Fair, Israel	" "	1840 14	"	3 bro. & 2 sis.	"	1 "	
Fair, Philander	" "	1840 20	"	1 b'r.d.d. & bl'd.	"	6 "	
Fair, Tabitha	Jackson, Franklin co.	1841 11	"		"	1 "	Now a pupil.
Fell, William	Lower Sand'sky, S'ky co.	1843 15	Disease in ears 18 mo.		"	1 yr.	
Fenner, Gibson	Cincinnati, Hamilton co.	1849 13	Congenital.	1 cous.	"	6 yrs.	
Finnegan, Persis A.	Columbus, Franklin co.	1841	Unknown.		State & F'ds.	8 yrs.	Married a deaf mute. A farmer.
Fisher, Michael	Wapankonetta, Allen co.	1843 11	Hoop'g cough at 9 mo.		State.	"	Now a pupil.
Fitzpatrick, Mary J.	Brecksville, Cuyahoga co.	1850 13	Canker-rash at 4 yrs.		"	"	"
Flenniken, Charles	Clinton T., Franklin co.	1829 11	Inflam. brain in inf'cy.		State & F'ds.	5 yrs.	Married a deaf mute.
Flenniken, Samuel W.	Circleville, Pickaway co.	1848 15	Unknown.		State.	7 mo.	Dead.
Foerst, Peter	Perrysburg, Wood co.	1849 10	Congenital.	3 rel.	"	5 yrs.	A farmer.
Ford, William	Somersville, Butler co.	1836 13	"		"	6 mo.	Now a pupil.
Forman, Arietta P.	Cherokee, Logan co.	1844 22	Cold.		Friends.	4 yrs.	Married a deaf mute.
Forsyth, John P.	Hartford, Licking co.	1843 17	Measles.		State.	1 yr.	Now a pupil.
Foster, Abner	McConnells'le, Morg'n co.	1852 18	Erysipelas at 5 yrs.		State & F'ds.	10 yrs.	Now a pupil.
Fouts, Andrew	Delaware, Delaware co.	1834 17	Congenital.		State.	10 yrs.	Now a pupil.
Fouracre, Rebecca	Louisville, Kentucky.	1837 10	Unknown.		Friends.	10 yrs.	Now a pupil.
Fox, Armenta	Copley, Summit co.	1851 11	Fever.		State.	1 yr.	Now a pupil.
Frank, Henry A.	Winesburg, Holmes co.	1851 26	Small-pox at 1 year.		State & F'ds.	1 yr.	Now a pupil.
Franklausen, Nicolas	Bridgeport, Belmont co.	1849 10	Fever in childhood.		Friends.	1 yr.	Now a pupil.
Fraser, Wesley B.	Fairfield, Green co.	1853 13	Fever at 20 mo.	2 bros.	State.	10 yrs.	Now a pupil.
Frick, Jacob S.	Lancaster, Fairfield co.	1830 11	Congenital.		State.	4 yrs.	Now a pupil.
Frieder, Susan	Bucyrus, Crawford co.	1851 11	Cold at 18 mo.		State & F'ds.	10 yrs.	Now a pupil.
Friend, Anna	Hanover, Columbiana co.	1836 10	Congenital.		State.	4 yrs.	Now a pupil.
Frost, Jesse	Bedford, Cuyahoga co.	1851 13	Sickness.		"	"	"
Fuller, Ellen E.	Rockport, Allen co.	1853 12	Inflam. in h'd at 8 mo.		"	"	"
Fullerton, Leonard	Jacksontown, Licking co.	1844 14	Cold at 18 mo.		"	"	"
Gall, Mary A.	Centre, Guernsey co.	1847 14	Congenital.		"	"	"
Gallagher, William							

List of Pupils---Continued.

NAME.	Residence.	Time of Adm.	Cause of Deafness.	Deaf and Dumb Relatives.	How supported.	Time under instruct.	Remarks.
Galloway, Benj'n F.	Brown, Delaware co.	1851 15	Ulcers.		State.	3 yrs.	Now a pupil.
Ganson, Abigail K.	Newbury, Geauga co.	1850 9	Unknown.	2 bro.	"	2 "	"
Garretson, Hannah	Marion, Clinton co.	1839 21	Congenital.	1 bro. & 1 sis.	"		Now a pupil.
Garretson, Irvin	Blanchester, Clinton co.	1853 16	"	1 bro. & 1 sis.	"	4½ yrs.	Dead.
Garretson, Jeremiah	Marion, Clinton co.	1839 19	"		"	5 "	A farmer.
Garrett, Caroline	Cincinnati, Hamilton co.	1838 11	"		"	2 "	"
George, Weiden	Hoskinsville, Morgan co.	1834 27	"	2 bro. 1 sis.	"	5 "	"
Gibson, Angeline	Kimbolton, Guernsey co.	1846 12	Swellings in head.	2 cons.	"		Now a pupil.
Gibson, William	Columbus, Franklin co.	1850 12	Congenital.	1 bro. 2 cous.	"	4 "	A farmer.
Gildersleeve, Abram	York, Medina co.	1846 13	"	1 sis.	"	3 "	"
Gildersleeve, Letty	"	1845 16	Fall at 3 years.	1 bro.	"		Now a pupil.
Gillaspie, Eliza	Pleasant Grove, Clerm't co.	1849 11	Unknown.		"	6 yrs.	"
Gilmore, James N.	Gustavus, Trumbull co.	1846 10	"		"	1 "	"
Glass, James	Cincinnati, Hamilton co.	1847 19	Inflammation of brain.		"	5 mo.	"
Glines, Carlos	Painesville, Lake co.	1846 21	Spotted fever at 8 yrs.		"		Now a pupil.
Gosney, James S.	Dayton, Montgomery co.	1839 15	Sickness.		"		"
Greene, David	S. Newcastle, Gallia co.	1853 13	Congenital.		"		"
Grigsby, Sidney A.	Prospect, Marion co.	1850 12	Unknown.	1 bro.	"		"
Grigsby, Wm. H. H.	"	1850 10	"	1 sis.	"		"
Groh, Adam	"	1849 10	"	1 bro.	"		"
Groh, Michael	Cincinnati, Hamilton co.	1849 12	"	1 bro.	"		"
Guyet, Arnot	"	1853 14	Congenital.		"		"
Guyer, Gustavus	Sherman, Huron co.	1853 12	"		"	6 yrs.	Married a deaf mute.
Hall, Clarinda	Findley, Hancock co.	1846 14	Sickness.		"	5 yrs.	Now a pupil.
Hall, Desmond	Columbus, Franklin co.	1851 10	Fits at 18 mo.		"		Married a deaf mute.
Hall, Reynolds T.	Ravenna, Portage co.	1833 12	Unknown.		"	2 yrs.	Now a pupil.
Hand, Gideon	Reiley, Butler co.	1853 17	Congenital.		"		"
Hadley, Charlotte W.	Greenville, Darke co.	1836 18	"		"	3 yrs.	"
Harris, Elvira	Cuyahoga Falls, Sum't co.	1853 12	"		"	7 "	A farmer.
Harris, George W.	W. Woodv'le, Clerm't co.	1841 22	Inflam. brain at 2½ yrs.		"	5 "	A tailor.
Harrison, Lorenzo	Lima, Licking co.	1843 10	Congenital.		"	1 "	Married; a farmer.
Harry, John	Newcastle, Coshocton co.	1836 16	Disease.		"	1 "	"
Hart, Homer	Tiffin, Seneca co.	1842	Unknown.		"	6 "	"
Hartman, Catharine	Orange, Richland co.	1840	Congenital.		"		"
Haworth, William K.	Blue Rock, Muskm'um co.	1838 15	Cold in infancy.		Friends.		"

Haws, Barnett B.	Wilmingon, Clinton co.	1838/13	Congenital.	1 bro., 1 sis.	State.	7 yrs.
Haws, John	"	1835/10	"	1 bro., 1 sis.	State & F'ds.	5 "
Haws, Sarah	"	1830/13	"	2 brothers.	Friends.	3 mo.
Hays, Jane	Magnolia, Carroll co.	1832/14	"		State.	1 "
Heckman, George	Walnut, Pickaway co.	1845/12	Paralysis.			Now a pupil.
Hege, Christian	Royalton, Fairfield co.	1831/10	Scarlet fever at 1 yr.		"	"
Heizer, Edward	Ripley, Brown co.	1853/18	Fever at 1 mo.		"	"
Henry, Mary E.	Greene T., Ross co.	1851/10	Accident at 18 mo.		"	1 yr.
Hetzler, Joseph	Germanatown, Mont'y co	1851/22	Congenital.		"	
Hill, Samuel	Burlingham, Meigs co.	1851/20	"		"	
Hindman, John	Mount Pleasant, Jeff. co.	1839	Unknown.		"	8 mo.
Hinline, John W.	Kenton, Hardin co.	1835	Typhus fever at 1 yr.		"	2 yrs.
Hinton, Eleanor	Millersburgh, Holmes co.	1838/13	"	1 brother.	"	2 "
Hinton, Rosanna	Richwood, Union co.	1847/16	Congenital.	1 sis., 1 bro.	"	2 "
Hinton, Thomas	"	1847/13	"	2 sisters.	"	2 "
Hitchcock, William	Madison, Lake co.	1850/14	"		"	2 "
Hodgman, Leonard	Hinckley, Medina co.	1846/17	Fever.		"	2 "
Holt, Harriet	Dresden, Muskingum co.	1838/15	Fever at 2 yrs.		"	2 "
Hook, Mary	Clarksville, Clinton co.	1839/15	Unknown.		"	7 "
Hooper, Henry S.	Duncan's Falls, Musk. co.	1852/13	Sickness at 4 yrs.		"	Now a pupil.
Hopkins, William	Dayton, Montgomery co.	1839	Fall at 11 mo.		"	
Howell, Dorcas	Chandlersville, Musk. co.	1836/11	Swelling in the head.		"	7 "
Howland, George W.	Decatur, Brown co.	1846/23	Congenital.		"	5 "
Hudson, David	Sycamore, Crawford co.	1842/17	"	3 bro., 1 sis.	"	4 "
Hunt, Alfred	Oxford, Erie co.	1849/10	"	3 bro., 1 sis.	"	Now a pupil.
Hunt, Emanuel I.	"	1848/10	"	4 brothers.	"	"
Hunt, Rachel	"	1848/14	"		"	"
Hunter, John W.	Washington, Musk'm co.	1847/15	"	1 cousin.	"	6 "
Hurley, Jacqueline	Troy, Miami co.	1847/16	Sickness at 4 mo.		"	3 "
Huttes, Eliza I.	Wapakonetta, Aug'z co.	1853/13	Sickness at 1 yr.		"	Now a pupil.
Isenbarg, James C.	Worthington, Fr'nklin co.	1813/13	Unknown.		"	6 "
Jackson, Elizabeth	Jackson, Ind.	1842/12	Scarlet fever at 3½ yrs.		Friends.	1 "
Jenks, Alfred	Mayfield, Cuyahoga co.	1844/12	Congenital.	1 sister.	State.	6 "
Jenner, Samuel G.	Richland, Marion co.	1845/18	"		"	1 "
Johnson, Hester A.	Celina, Mercer co.	1852/11	"		"	Now a pupil.
Johnston, Ananda	Franklin, Coshocton co.	1836/20	"		Herself.	4 "
Jones, Hannah E.	Goshen, Clermont co.	1847/10	Whooping cough.		State	3 "
Juniper, David J.	Franklin, Richland co.	1836/25	Congenital.		"	1 "
Kannal, Elizabeth A.	North Liberty, Knox co.	1851/15	Scarlet fever at 18 mo.		"	Now a pupil.
Kearnes, Mary E.	Chester T., Clinton co.	1851/12	Dis. from ear at 2 yrs.		"	8 mo.

List of Pupils---Continued.

NAME.	Residence.	Time of adm.	Cause of Deafness.	Deaf and Dumb Relatives.	How supported.	Time under instruct.	Remarks.
Kelley, Theresa	Cincinnati, Hamilton co.	1841 19	Sickness, at 4 yrs.		Friends.	1 yr.	Now a pupil.
Keim, Sarah J.	Democracy, Knox co.	1851 11	Scarlet fever at 3 yrs.		State.	"	"
Kelley, Delilah	Mt. Blanchard, Han'k co.	1850 11	Unknown.		"	1	"
Kellogg, Henry	Townsend T., Huron co.	1830 30	"		"	4	Married a deaf mute; a farmer
Kendall, William M.	Georgetown, Brown co.	1835 20	"		"	4	Married. [and shoemaker.
Kennedy, Alpheus	Conneaut, Ashtabula co.	1835	Congenital.		"	"	A carpenter.
Kindred, Patterson	Connorsville, Fay. co., In.	1834 15	"	1 aunt.	Friends.	7 mo.	
Kirk, Wilford	Clinton, Summit co.	1852 10	Unknown.		State.	1 yr.	
Klinger, William D.	Logan, Hocking co.	1847 11	Scarlet fever.		"	5	"
Knapp, John P.	Damascus, Henry co.	1837 11	Congenital.	1 bro. & 1 sis.	"	5	"
Knapp, Mary A.	Napoleon, "	1847 15	Unknown.	2 brothers.	"	3	"
Knapp, Patrick H.	"	1847 12	Congenital.	1 bro., 1 sis., 2	State.	3	"
Knight, Almena	Hebron, Licking co.	1846 9	Unknown.	[cousins.	"	4	"
Laer, Rachel	Hancock co.	1853 12	"		"	"	Now a pupil.
Laird, Joseph	Massilon, Stark co.	1838 12	Congenital.		"	3	"
Langsdon, Melissa	Springboro, Warren co.	1852 11	Unknown.		"	"	"
Lattin, James S.	Cincinnati, Hamilton co.	1843 15	Congenital.		"	4	Instructor in India. Inst D. & D.
Leavenworth, Charles	Columbus, Franklin co.	1841 17	Inflam. in throat at 3 1/2 yrs.		Friends.	5	Married a deaf mute; a farmer.
Le Fever, Lydia	Pratt, Shelby co.	1846 13	Scarlet fever.		State.	4	"
Lehew, Jedidah	Bloom T., Morgan co.	1847 17	"		"	5	"
Lewis, Samuel	Miffin, Richland co.	1840 14	Sickness in infancy.		Friends.	3	"
Lindsay, George W.	Fredericktown, Knox co.	1848 10	Congenital.	2 sisters.	State.	"	Now a pupil.
Lindsay, Martha A.	"	1849 9	"	1 bro., 1 sis.	"	"	"
Lindsay, Mary	Mt. Vernon, Knox co.	1835 28	Sickness at 9 yrs.		"	5	Dead.
Lindsay, Mary A.	Fredericktown, Knox co.	1848 11	Congenital.	1 bro., 1 sis.	"	"	Now a pupil.
Link, William	Oxford, Butler co.	1847 11	"		"	"	"
Lockard, Elizabeth A.	Steubenville, Jefferson co.	1851 15	Sickness at 18 mo.		"	"	"
Long, Jacob	North Liberty, Knox co.	1851 13	Scarlet fever at 4 yrs.		"	"	"
Long, Margaret	Cleveland, Cuyahoga co.	1853 15	Congenital.		"	"	"
Long, Sarah	Mad River T., Cham. co.	1839 15	"		"	"	"
Loper, Antoinette E.	Ohio City, Cuyahoga co.	1853 11	Ulcers at 7 yrs.		"	4	"
Lord, Celia U.	Youngstown, Mahon. co.	1849 9	Inflam. brain at 8 yrs.		"	"	"
Lorton, Alison E.	Miami T., Logan co.	1838 19	Congenital.	1 bro. & 1 sis.	"	1	"
Lorton, James	German T., Clark co.	1831 20	"	1 bro., 2 sis.	"	1	mo.
Lorton, Mary	Yellow Spr's, Greene co.	1838 17	"	1 sis. & 2 bro.	"	1	yr.

State.	Age.	Sex.	Color.	Education.	Occupation.	Marital Status.	Religion.	Notes.
Cleveland, Cuyahoga co.	1852	10	Water on brain at 9 mo.					
Morus Hill, Licking co.	1843	16	Measles at 2 yrs.					
Worthington, Frank. co.	1844	10	Sickness. [fed in ear.					
Zanesville, Musk'gum co.	1835	11	Kernels of coffee lodg-	2 brothers.				
"	1830	14	Congenital.	1 bro. & 1 sis.				
Kirkersville, Licking co.	1850	12	"					
Ross, Butler co.	1844	19	"	1 bro., 1 sis.				
Israel T., Preble co.	1844	21	"	1 bro., 1 sis.				
Sheffield, Lorain co.	1847	10	Unknown.					
Summerford, Mad'on co.	1843	12	Fever at 3 yrs.					
Oxford, Holmes co.	1836	15	Measles at 16 mo.					
Lodi T., Athens co.	1853	13	Scarlet fever at 18 mo.					
Marvin's Mills, Han'k co.	1845	14	" " at 9 mo.					
Milan, Erie co.	1846	12	Unknown.					
Clark T., Coshocton co.	1855	13	Cold at 9 years.					
Choe. Nation, In. Ter'y.	1835	12	Congenital.	1 sister.				
Dixon T., Preble co.	1832	14	Inflam. brain at 15 mo.					
New London, Huron co.	1839	20	Dropsy on brain, 2 yrs.					
Salem, Ross co.	1845	9	Scarlet fever.					
Dayton, Montgomery co.	1848	12	Congenital.					
Circleville, Pickaway co.	1847	15	Measles.					
Lavona, Fulton co.	1851	22	Dropsy.					
Clear Creek, Warren co.	1840	16	Congenital.					
Lexington, Perry co.	1843	14	Sickness in infancy.					
Cincinnati, Hamilton co.	1841							
Smithfield, Jefferson co.	1852	12	Scarlet fever at 18 mo.	3 relatives.				
Chardon, Geauga co.	1844	13	Unknown.					
Cambridge, Guernsey co.	1833	12	Sickness in childhood.					
Knoxville, Jefferson co.	1837		Unknown.					
Norristown, Carroll co.	1835	18	Scarlet fever at 2 w'ks.					
Boston, Belmont co.	1845	17	" "					
Sarahsville, Morgan co.	1843	18	Sickness.					
New Westville, Preble co.	1851	14	Disease in h'd at 6 mo.	1 cousin.				
"	1851	12	" " at 1 yr.	1 cousin.				
Butlersville, Warren co.	1846	12	Gatherings in head.					
Sunbury, Delaware co.	1837		Unknown.					
Liberty, Fairfield co.	1843	13	Scarlet fever in infan'y.					
Upper Sandus'y, Wya. co.	1850		Unknown.					
Berlin, Trumbull co.	1834	18	Congenital.					
Columbus, Franklin co.	1840	13	"					

List of Pupils---Continued.

N A M E.	Residence.	Time of adm.	Age	Cause of Deafness.	Deaf and Dumb Relatives.	How supported.	Time under instruc.	Remarks.
Miller, Harrison	Martinsville, Clinton co.	1837	25	Unknown.		State.	3 yrs.	
Miller, William	Cleveland, Cuyahoga co.	1841	10	Congenital.		"	6 "	
Mills, Ellen	Fincastle, Brown co.	1840	18	Sickness in infancy.		Friends.	4 mo.	
Mims, David	Rocky Hill, Jackson co.	1845	15	Fever.		State.	6 yrs.	
Minger, Nicholas	Goshen, Tuscarawas co.	1845	14	Sickness at 2 yrs.		"	1 "	
Mitchell, William	Short Creek T., Har. co.	1830	19	Fever at 1 1/2 yrs.		State & F'ds.	4 "	
Mock, Isaiah	Berlin, Knox co.	1848	22	Scarlet fever at 8 yrs.		State.	1 "	
Moore, Lorana	Avon, Lorain co.	1844	10	Congenital.	1 brother.	"	7 "	Now a pupil.
Moou, Robert	"	1848	10	Unknown.	1 sister.	"	"	"
Moore, Caroline	Winchester, Adams co.	1853	13	Fever at 2 yrs.		"	"	"
Moore, Elizabeth	Oakland, Fairfield co.	1846	18	Congenital.	1 sister.	"	"	
Moore, John	Colerain, Belmont co.	1844		Unknown.		"	"	
Moore, Joseph	Uniontown, Musk'um co.	1853	12	Congenital.	2 sisters.	"	4 "	Died at the Institution.
Moore, Martha A.	Greene, Wayne co.	1839	10	Sickness at 2 years.		"	5 "	Now a pupil.
Moore, Mary E.	Uniontown, Musk'um co.	1843	12	Congenital.	1 bro. & 1 sis.	"	6 "	
Moore, Pamela	"	1843	10	"	1 bro. & 1 sis.	"	"	
Moore, Susannah	Oakland, Fairfield co.	1846	16	Gatherings in head.	1 sister.	"	3 "	Now a pupil.
Moots, John	West Liberty, Logan co.	1831	23	Congenital.		"	1 "	A miller.
Morehead, Julia A.	Rush T., Champaign co.	1844	15	Fever at 5 years.		"	"	
Moreland, Lydia A.	Winchester, Adams co.	1848	22	Unknown.		"	1 "	
Morey, William J.	Summersville, Butler co.	1844	11	Congenital.		"	7 mo.	Dead.
Morgan, Samuel	Liberty T., Delaware co.	1833	21	"	2 bro., 3 sis.	Friends.	2 yrs.	"
Morgan, Sarah	"	1833	15	"	2 bro., 2 sis.	State.	5 "	"
Morgan, Susannah	"	1833	23	"	2 bro., 3 sis., 1 [cousin.	"	4 "	"
Morgan, Sylvester	"	1846	13	"		"	1 "	Now a pupil.
Morrow, Sarah A.	Zanesville, Muski'um co.	1844		"		"	"	"
Morris, Lafayette	Bloomfield, Morrow co.	1852	11	Sickness at 18 mo.		"	"	
Morse, Betsey	Thompson, Geauga co.	1853	14	Inflam. in head 3 yrs.		"	"	
Morton, William	Madisonville, Ham'n co.	1830	11	Fever.		State & F'ds.	7 "	Dead.
Mulinix, Henry J.	Baltimore, Fairfield co.	1839	11	Sickness at 1 year.		State.	2 mo.	
Mullen, Franklin	Enon, Clark co.	1851	16	" " 9 years.		"	3 yrs.	
Murphy, Ammaluna	Thompson, Geauga co.	1841		Congenital.		"	"	Now a pupil.
Myer, Christian	Brooklyn, Cuyahoga co.	1853	12	Scarlet fever at 2 yrs.		"	7 "	A teacher in the Tenn. Inst. for [D. & D.; dead.
Myers, Charles	Wilmington, Clinton co.	1838	11	Congenital.		"	"	
Myers, John	Walnut, Pickaway co.	1840		Fever at 4 years.	1 brother.	"	2 mo.	

Myers, John W.	Wilkinson, Clinton co.	1838	14	Unknown.	1 brother.	State.	4 yrs.	Dead.
Nafel, Sophia A.	Cambridge, Guemsey co.	1840	13	Fever.		State & F'ds.	6	
Nearing, Emulous	Middletown, Wood co.	1833	19	Inflam. in h'd at 9 mo.		State & F'ds.	5	A farmer & carpenter.
Nurenberger, Henr'ta	Cincinnati, Hamilton co.	1850	17	Sickness.		State.		
Oblinger, Hannah	Lewisburg, Preble co.	1852	13	Scarlet fever at 3 yrs.		By herself.	1 yr.	Now a pupil.
Officer, Margaret	Chandlersville, Musk. co.	1836	39	Scarlet fever at 9 mo.		State.	3 mo.	Dead.
Palmer, Barbara	Cincinnati, Hamilton co.	1849	10	Congenital.		State.	5 yrs.	Married a deaf mute; a shoe-maker.
Palmer, William	Londonderry, Guer'sy co.	1841	13	Gath. in head at 3 mo.		State & F'ds.	7	Married a deaf mute; teacher in
Park, Alice H.	Avon, Lorain co.	1843	9	Congenital.		State.	6	Now a pupil. [O. In. for D. & D.
Parsons, Amanda J.	Dayton, Montgomery co.	1830	13	Swel. under ears 5 mo.	1 bro. 2 sec. cos.	State.	1 yr.	Married a deaf mute.
Payne, Joel	Blodgetts, Lawrence co.	1851	12	Fever at 3 yrs.	1 sis. 2 sec. cos.	"	2 yrs.	
Peck, Charlotte	Norwalk, Huron co.	1837	25	Gatherings in head.	2 sisters.	"	3	
Peckham, Polly A.	"	1845	24	Whooping cough.	"	"	2	
Penrod, Erasmus O.	Litchfield, Medina co.	1847	17	Scarlet fever.		"	6 mo.	
Petty, Joseph	Ragersville, Tuscar'a co.	1851	15	Congenital.		"	2	
Peyton, Lavinia	Athens co.	1830	18	Unknown.	2 sis. 1 b'r 1 cos.	"	4 yrs.	
Peyton, Pamela	Conneaut, Ashtabula co.	1835	25	Congenital.	2 sis. 1 b'r 1 cos.	"	4	
Peyton, William	"	1835	14	"	3 sis., 1 cous.	"	3	
Phelps, Oscar F.	"	1836	12	"		"	6	
Phillips, Elvira	Vernon, Trumbull co.	1837	10	"	2 sisters.	"	2	Married.
Phillips, Hiram	Worthington, Frank'n co.	1833	15	"		"	7	A printer.
Phillips, Roxanna	Plainfield, Coshocton co.	1844	11	Unknown.	2 sisters.	"	2	Dead.
Pier, Julius C.	Huntington, Lorain co.	1834	27	Sickness at 2 yrs.		"	6	A printer.
Pierson, Henry S.	Newark, Licking co.	1844	10	Measles.		"	5	
Pierson, William P.	Troy, Miami co.	1845	15	Fall at 10 mo.		"	9 mo.	Now a pupil.
Plumer, Walter	Galena, Delaware co.	1853	14	Swel. in head in inf'y.		Friends.	3 yrs.	A shoemaker.
Pollock, Barbara A.	Franklin, Venango co. Pn.	1839	42	Small pox in childhood.	1 bro., 1 sis.	State.	3	
Pollock, David	Germanatown, Montg. co.	1847	14	Unknown.	2 sisters.	"	3	
Pollock, Mary A.	"	1847	11	Congenital.	1 bro., 1 sis.	"	1	
Porter, Johr. P. C.	"	1849	10	"	1 bro. & cous.	Friends.	1	A farmer.
Pottorf, David	Porter's Landing, Ky.	1847		Sickness in childhood.	1 bro. & cous.	State.	2	
Pottorf, Henry	Fletcher, Miami co.	1846		Congenital.	1 brother.	"	3	
Powell, Mary A.	"	1846		"		"	5 mo.	Now a pupil.
Powers, Mary	Findlay, Hancock co.	1852	20	"		"	3 yrs.	A shoemaker.
Pratt, Parley P.	Columbia T., Hamil'n co.	1830	23	Unknown.		"	1	
Price, Philip	Cincinnati, Hamilton co.	1847	10	Inflam. of the head.		"	5	
Priest, Cynthia	Pike T., Stark co.	1830	25	Congenital.	1 cous.	"	6 1/2	A farmer.
Purcell, Percival	Peery, Licking co.	1842	12	"		"		
	Baltimore, Fairfield co.	1836	13	Fever at 2 yrs.		"		

List of Pupils---Continued.

NAME.	Residence.	Time of adm.	Cause of Deafness.	Deaf and Dumb Relatives.	How supported.	Time under instruc.		Remarks.
Rafferty, Milton	Somerford, Madison co.	1847 10	Scarlet fever.	1 brother.	State.			Now a pupil.
Raffington, Math. G.	Mt. Washington, Ham. co	1853 19	Congenital.		Friends.	3 yrs.		"
Rauschenberger, Mart'n	Zoar, Tuscarawas co.	1844 19	"		State.			"
Reed, Charles T.	Ellsworth, Mahoning co.	1850 13	"	2 brothers.	"	3 yrs.		Now a pupil.
Reed, John H.	Ellsworth, Trumbull co.	1835 16	"	2 brothers.	"			"
Reed, John W.	Mount Eaton, Wayne co.	1840 13	Scarlet fever at 5 yrs.		State & F'ds.	3 yrs.		"
Reed, Thomas A.	Ellsworth, Trumbull co.	1835 14	Congenital.	2 brothers.	State.	2 "		Dead.
Reekhard, Harriet	Lucas co.	1850	Unknown.		"	5 mo.		"
Richard, John U.	Columbus, Franklin co.	1851 23	"		"	6 yrs.		"
Richards, Clarissa A.	Middlefield, Geauga co.	1841 12	Congenital.	1 sister.	"	3 "		"
Richmond, Laura	Independence, Cuyahoga	1845	Unknown.		"	6 "		Married a deaf mute.
Rickleby, Sophronia	Wayne T., Knox co. [co.	1845 14	Congenital.		"			"
Riddick, Maria	Ashland, Ashland co.	1852 19	Cold at 3 mo.		"	4 yrs.		Now a pupil.
Rife, Margaret	Cireleville, Pickaway co.	1847 10	Sickness.	2 cousins.	"			"
Roach, Nancy	Van Wert, Van Wert co.	1846 15	Congenital.	1 sister.	"			"
Roach, Sarah E.	"	1851 10	"	"	"			Now a pupil.
Robb, Lyman D.	Adrian, Michigan.	1851 24	Swel. in head at 1 yr.		Friends.	2 yrs.		"
Robertson, John	Waynesburg, Stark co.	1831 15	Measles at 2 yrs.		State & Self.	5 "		Married a deaf mute ; a merch't.
Robertson, Martha	Akron, Portage co.	1834	Congenital.		State.	1 "		"
Robey, George W.	Leesville, Carroll co.	1846 13	Gatherings in head.		"	4 "		A tailor.
Robinson, Catharine J.	Chardon, Geauga co.	1844 10	Congenital.		"	7 "		"
Robinson, Margaret	Bridgeport, Belmont co.	1853 11	"	1 sister.	"			Now a pupil.
Rockwell, Caroline	Napoleon, Henry co.	1847 13	"	1 sis., 3 cous.	"			"
Rockwell, Susan	"	1847 11	"	"	"			"
Ronaldson, Ellen	Chillicothe, Ross co.	1849 18	Scarlet fever at 4 yrs.		"			"
Ross, David M.	Wyandot, Wyandot co.	1851 10	Congenital.		"	3 mo.		"
Ross, Hiram B.	Jeromeville, Ashland co.	1848 11	Unknown.		"	5 yrs.		"
Sands, Andrew B.	Salem, Tuscarawas co.	1844 14	Congenital.		State.	5 "		"
Sandy, Charlotte	Washington T., Frank. co.	1837 12	Gatl. in head at 15 mo.	1 cousin.	"			Now a pupil.
Sandford, Zephahine	Middle Creek, Noble co.	1853 12	Scarlet fever at 2 yrs.	1 brother.	"	3 yrs.		A farmer.
Saville, Samuel	Kenia, Greene co.	1836 14	Congenital.	2 sis. & 2 cous.	Friends.	7 "		"
Sawhill, David F.	Claysville, Washing'n co.	1840 10	Disease in ears.	1 b'r 1 sis. 2 cos.	"	8 "		Married a deaf mute.
Sawhill, Jane	"	1840 13	Fall.	Twin b'r 3 cos.	"			Now a pupil.
Sawhill, Joseph	"	1840 13	Congenital.	1 b'r 1 sis. 2 cos.	"	7 yrs.		"
Sawhill, Margaret	Columbus, Franklin co.	1844 9	"		"			"

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List of Pupils---Continued.

NAME.	Residence.	Time of adm.	Cause of Deafness.	Deaf and Dumb Relatives.	How supported.	Time under instruc.	Remarks.
Stullwell, William	Bellevue, Logan co.	1832 13	Sickness in childhood.		State.	5 yrs.	A farmer.
Stockbarger, Eli	Thornville, Perry co.	1841	Congenital.		"	4 "	"
Stockbarger, George	"	1838	"	1 b'r 1 sis. 2 cos.	"	1 "	"
Stockbarger, John	Bennington T., Lick. co.	1833 22	"	1 sis., 1 cous.	"	1 "	Married a deaf mute.
Stockbarger, Mary	Thornville, Perry co.	1838	"	2 bro. & 2 cous.	"	5 "	"
Stockwell, Margaret	St. Albans, Licking co.	1838 10	Whooping cough.		"	7 "	"
Stoddard, William W.	Napoleon, Henry co.	1853 18	Sickness at 2 yrs.		"	"	Now a pupil.
Stoner, David	Jackson, Seneca co.	1839 17	Congenital.	1 sister.	"	5 "	Married; a farmer.
Stoner, Elizabeth	"	1840 14	"	1 brother.	"	6 "	"
Straw, Benning S.	Mansfield, Richland co.	1831 17	"		"	4 1/2 "	"
Strickland, J. Catley	Bazetta, Trumbull co.	1852 11	Unknown.		"	5 "	Married; a carpenter.
Struble, John W.	Chester T., Knox co.	1836 10	Inflam. in h'd at 5 yrs.		"	5 "	Now a pupil.
Sullivan, Daniel	Cincinnati, Hamilton co.	1849 8	Fever.		"	4 "	Married; a daguerreotypist.
Sullivan, John	Bellevue, Logan co.	1841 11	Scarlet fever in infancy.		"	2 "	"
Sullivan, Rosalva	Groveport, Franklin co.	1851 11	Inflam. in head.		"	2 "	Now a pupil.
Sunday, Mary	Mifflin, Richland co.	1845 22	Sickness at 3 yrs.		"	"	Now a pupil.
Sutton, David	Chili, Coshocton co.	1853 10	Scarlet fever at 2 yrs.		"	4 "	A farmer.
Swab, Cyrus	Franklin, Richland co.	1845 18	Scarlet fever in child'd.		"	"	Now a pupil.
Swayne, William	Marietta, Washington co.	1850 16	Congenital.		"	1 "	"
Swift, Lucy	Parkman, Geauga co.	1844 35	Unknown.	1 cousin.	"	3 "	"
Talbot, Ruth	Bristol, Morgan co.	1847 34	Measles.		"	"	"
Tartt, Mary Jane	La Grange, Ala.	1832 8	Fever at 1 1/2 yrs.		Friends.	1 "	"
Taverner, Isaac E.	Madison, Perry co.	1848 16	Fever.		State.	2 "	A farmer.
Taylor, Levi	Pleasant Valley, Mad. co.	1853 14	Scarlet fever at 2 yrs.		"	"	Now a pupil.
Taylor, Maria L.	Akron, Summit co.	1844	Cold at 1 1/2 years.		"	3 "	"
Thompson, Cynthia	Boston, Portage co.	1836 10	Swelling in the head.		State & F'ds.	6 "	A brick-maker.
Thorne, Lyman	Tecumseh, Mich.	1848 21	Accident.		Friends.	2 "	Dead.
Thurman, Henry	Washington, Fayette co.	1835	Unknown.	1 brother.	State.	4 "	Now a pupil.
Timmons, Alfred	Harrisburgh, Franklin co.	1852 20	"	1 brother.	"	"	"
Timmons, William	Williamsport, Pick'y co.	1852 14	"	1 brother.	"	"	"
Tisdale, Joseph D.	Champaign co.	1834 10	Measles in infancy.		"	5 "	Now a pupil.
Tomson, Susannah	Reiley, Butler co.	1846 25	Congenital.		"	5 "	"
Torrence, William	Sandusky, Crawford co.	1841 14	Sickness at 1 yr.		"	3 "	"
Totten, William	Columbia, Hamilton co.	1845	Unknown.		"	5 "	"
Tousley, DeWitt	Granger, Medina co.	1845 11	"		"	5 "	A printer.

Townsend, Henry	Wayne T., Warren co.	1830|16
Townsend, John E.	Wilmington, Clinton co.	1838|11
Trunkay, Adaline E.	Vernon, Trumbull co.	1850|10
Turner, Thomas	Clifton, Green co.	1845|10
Tusk, Martin L.	Hartford, Licking co.	1845|11
Tustison, William	Sandusky, Crawford co.	1839|14
Tuttle, Charles F.	Cincinnati, Hamilton co.	1851|11
Underhill, Andrew	Millersburgh, Holmes co.	1836|24
Vance, Joseph H.	Cincinnati, Hamilton co.	1848|9
Vanderveer, Marion	Bath, Summit co.	1850|11
Vandyke, Milton	Felicity, Brown co.	1842|10
Van Pelt, Elijah	Newmarket, Highland co.	1838|22
Verner, Mary I.	E. Liverpool, Colum'ia co.	1851|11
Walaud, Caroline	Bucks, Tuscarawas co.	1842|15
Walston, Josiah	Williamsport, Pick'y co.	1831|17
Walters, Almira K.	Girard, Trumbull co.	1847|12
Ward, Lydia	Morristown, Belmont co.	1834|17
Washburn, Mary	Akron, Summit co.	1840|13
Waterman, Laura	Harrison, Licking co.	1847|18
Weaver, Frederick	Canal Dover, Tuscar's co.	1838|
Welch, John	Cadiz, Harrison co.	1842|10
Welch, Lucy D.	Delaware, Delaware co.	1844|11
Welch, Margaret E.	Genoa, Pickaway co.	1850|10
Welch, Rachel J.	Cadiz, Harrison co.	1850|10
Wells, Abner	St. Clairsville, Belm't co.	1833|16
Wells, Thomas	Mt. Gilead, Marion co.	1845|13
Whaples, Sarah J.	Willoughby, Lake co.	1846|13
Wheeler, Genevieve	Marblehead, Ottawa co.	1851|10
Wheeler, James L.	New York City.	1840|14
Whippley, Isaac	Vermillion, Erie co.	1837|
White, Cordelia	Lapeer, Mich.	1838|12
Wickersham, John	Clarksville, Clinton co.	1843|
Wilcox, James	Crawfordsville, In.	1835|21
Williams, Oliver H. P.	Hamilton T., Frank. co.	1829|16
Williams, Sciota	Samantha, Highland co.	1845|17
Williamson, Alice	Madisonville, Ham'n co.	1853|9
Williamson, Sarah I.	Cincinnati, Hamilton co.	1849|10
Willis, Catharine C.	Bloomingsburg, Fay. co.	1850|10
Wilson, Francis M.	Morgansville, Morgan co.	1853|15
Wilson, George	Wilson Station, Clin. co.	1849|14

List of Pupils---Continued.

N A M E.	Residence	Time of adm.	Cause of Deafness.	Deaf and Dumb Relatives.	How supported.	Time under instruct.	Remarks.
Wilson, Nathaniel H.	Portsmouth, Va.	1836	Unknown.		Friends.	1 yr.	
Wood, E. Merce	Madison, Lake co.	1852	Measles at 1 yr.		"	"	Now a pupil.
Workman, Elias	Darby, Madison co.	1843	Cold.		State.	3	
Wright, Daniel	Van Wert, Van Wert co.	1849	Unknown.		"	"	
Wright, Daniel	Florence, Huron co.	1840	Sickness.		"	7	A shoemaker.
Wright, James H.	Pierpont, Ashtabula co.	1843	Congenital.		"	5	
Yasley, Sarah	Bellville, Richland co.	1848	Inflam. brain.		"	2	
Young, Eliza	Yankee Town, Butler co.	1830	Sickness in infancy.		State & F'ds.	5	Married a deaf mute.
Zimmer, Elvira	Cuyahoga Falls, Sum. co.	1852	Congenital.		State.	"	Now a pupil.
Zimmer, John	Adamsville, Muski'm co.	1851	Scarlet fever at 4 yrs.		"	"	"
Zimmerman, Reniger	Lancaster, Fairfield co.	1838	Fever at 6 yrs.		"	6	A shoemaker.

MISCELLANEOUS.

BY THE EDITOR.

Visit from a European Instructor of the Deaf and Dumb.

We had the pleasure of receiving, last autumn, a visit from Duncan Anderson, Esq., Principal of the Glasgow Institution for the Deaf and Dumb, who came to this country for the purpose of examining the methods of instruction employed in the American schools. This is the first visit of the kind, ever paid by a European instructor, and we trust that the example of Mr. Anderson will be followed by others of his brethren. Intercommunication between the two continents is now so rapid and easy, that no reason remains why a somewhat familiar intercourse should not be established, and mutual benefit realized from such intercourse. Mr. Anderson left with us the following version of an amusing story which we remember to have somewhere seen in former years, but which may be new to many of our readers.

PROFESSOR OF SIGNS.

KING JAMES VI., on removing to London, was waited upon by the Spanish ambassador, a man of erudition, but who had a *crotchet* in his head that every country should have a professor of signs, to teach him and the like of him to understand one another. The ambassador was lamenting one day before the king, this great desideratum throughout all Europe, when the king, who was a *queerish* sort of man, said to him, "Why, I have a professor of signs in the northernmost college in my dominions, *viz.*, at Aberdeen; but it is a great way off, perhaps six hundred miles." "Were it ten thousand leagues off, I shall see him," said the ambassador, "and am determined to set out in two or three days." The king saw he had committed himself, and wrote, or caused to be written to the university of Aberdeen, stating the case and desiring the professors to put him off in some way, or to make the best of him. The ambassador arrives; is re-

ceived with great solemnity, but soon begins to inquire which of them had the honor to be professor of signs; and being told that the professor was absent in the Highlands and would return nobody could say when, says, "I will wait his return, though it were twelve months." Seeing that this would not do, and that they had to entertain him at a great expense all the while, they contrived a stratagem. There was one Geordy, a butcher, blind of an eye, a droll fellow, with much wit and roguery about him. He is got, told the story, and instructed to be a professor of signs, but not to speak on pain of death. Geordy undertakes it. The ambassador is now told that the professor of signs would be at home the next day, at which he rejoiced greatly. Geordy is gowned, wigged and placed in a chair of state in a room of the college, all the professors and the ambassador being in an adjoining room. The ambassador is now shown into Geordy's room and left to converse with him as well as he could, all the professors awaiting the issue with fear and trembling.

The ambassador holds up one of his fingers to Geordy; Geordy holds up two of his. The ambassador holds up three; Geordy clenches his fist and looks stern. The ambassador then takes an orange from his pocket and holds it up; Geordy takes a piece of barley-cake from *his* pocket and holds *that* up. After which, the ambassador bows to him and retires to the other professors, who anxiously inquire his opinion of their brother. "He is a perfect miracle," says the ambassador; "I would not give him for the wealth of the Indies!" "Well," say the professors, "to descend to particulars." "Why," says the ambassador, "I first held up one finger, denoting that there is one God; he held up two, signifying that these are the Father and Son; I held up three, meaning the Father, Son and Holy Ghost; he clenches his fist, to say that these three are one. I then took out an orange, signifying the goodness of God, who gives his creatures not only the necessaries but the luxuries of life; upon which the wonderful man presented a piece of bread, showing that it was the staff of life, and preferable to every

luxury." The professors were glad that matters had turned out so well; so, having got rid of the ambassador, they next got Geordy, to hear his version of the signs. "Well, Geordy, how have you come on, and what do you think of your man?" "The rascal!" says Geordy, "what did he do first, think ye? He held up one finger, as much as to say, you have only one eye. Then I held up two, meaning that my one eye was, perhaps, as good as both his. Then the fellow held up three of his fingers, to say that there were but three eyes between us; and then I was so mad at the scoundrel that I *steeked my niece*, and was to come a whack on the side of his head, and would ha' done it too, but for your sakes. Then the rascal did not stop with his provocation here, but, forsooth, took out an orange, as much as to say, your poor beggarly cold country can not produce that! I showed a whang of a bear bannock, meaning that I didna' care a farthing for him, nor his trash neither, as lang's I ha' this! But by a' that's guid," concluded Geordy, "I'm angry yet, that I didna' thrash the hide of the scoundrel!" So much for signs, or two ways of telling a story.

Pennsylvania Institution for the Deaf and Dumb. It has been our design to have the ANNALS contain a complete historical sketch of each of the institutions for the deaf and dumb in the United States. From the last report of the Pennsylvania Institution, we copy the following historical facts, for which, in the absence of a more extended communication, we make room in our present number.

The Board of Directors of the Pennsylvania Institution for the Deaf and Dumb was organized, and held its first meeting in April, 1820. President, the Right Rev. William White, D. D.

In November following, a house was rented in Market Street, above Broad, and eighteen pupils assembled in it for instruction.

The Institution was supported by donations, and the contributions of annual subscribers and of life-members.

An act of incorporation was passed by the Legislature of Pennsylvania, in February, 1821. By this act, the Commonwealth allowed one hundred and sixty dollars apiece per annum for the ed-

ucation and support of indigent pupils of the State. The number was not to exceed fifty, and the term of each not to extend beyond three years. The number has since been increased, and the term extended, by several successive enactments. The number under the present appropriation being about ninety-three, and the term allowed six years.

In September, 1821, the Institution was removed to the corner of Market and Eleventh Streets.

In June, 1824, a site was purchased at the corner of Broad and Pine Streets, and preparations made for erecting a large building.

It was completed, and the Institution removed to it in November, 1825.

In 1828, an additional lot in the rear was procured, and a school-house erected on it.

In 1839, the buildings were extended, and a story added to the school-house. The whole establishment was then capable of accommodating one hundred and fifty pupils.

A chaste and simple Doric front of cut stone, with portico and pillars, extends ninety-six feet on Broad Street. The buildings, including the school-house, run back two hundred and thirty-five feet, and enclose an open space laid out as a flower-garden.

There are two spacious yards, one for the girls and one for the boys, shaded by trees, and furnishing ample space for exercise in the open air.

The school-building contains ten school-rooms; each one provided with appropriate furniture, as slates, tables, closets, &c., when needed. From twelve to twenty pupils usually constitute a class.

At present there are eight classes, each under the care of an instructor.

Two of the teachers are mutes. These classes are formed in October, and it is important that all new pupils should be here at that time, that the classes may be properly formed.

Contiguous to the school-rooms is a cabinet of apparatus, models, specimens, &c., to assist the teachers in presenting clear ideas on the various subjects, admitting of ocular illustration.

The center building contains a lecture-room, capable of seating two hundred persons. It has also facilities for making experiments, and presenting diagrams, maps, sketches, &c. In this room the pupils are assembled twice every day, sometimes in the evening for lectures, and on the Sabbath for religious instruction.

Underneath this apartment is the dinnig-room, in which the pupils

assemble through opposite doors, without interfering with each other. In the upper stories are the infirmaries, and also two dormitories.

The wings contain the principal sleeping-rooms, the sitting-rooms, the shops, the kitchen, bake-house, laundry, cellars, &c.

Attached to these are the bath-houses, washing-rooms, and other conveniences, accessible at all times without exposure to the weather.

The workshops give employment to the boys two or three hours daily.

The girls are taught plain sewing and dress-making, and are employed in housewifery. Habits of industry are thus forming, and the pupils are preparing for the duties and practical business of life. The hours of the day are apportioned to study, work, exercise and amusement.

The establishment is lighted with gas, and abundantly supplied with the Schuylkill water.

During the thirty years of the existence of the Institution, there has been expended for the grounds, buildings, appurtenances, &c., about ninety-five thousand dollars.

The pupils are under the constant supervision of the Principal, the Instructors, the Matron, or the Steward. The indisposed have the prompt and devoted services of the attentive and skillful Physician, and in critical cases, the valuable advice of the distinguished consulting Physicians of the Institution. Thus, in sickness and in health, the improvement, comfort and happiness of the pupils, are assiduously promoted.

St. Ann's Church for Deaf Mutes. All persons interested in the success of this undertaking for the benefit of educated deaf-mutes in New York city and vicinity, will be pleased to know, that on Christmas-day, the parish was presented with a beautiful communion-set, consisting of five pieces, and costing \$150. The considerate lady who originated and carried through the movement among her friends, from which this appropriate and encouraging gift resulted, well deserves the thanks which will flow forth to her from the hearts which she has caused to beat with so much joy.

Death of an Instructor of the Deaf and Dumb. We regret to learn that MARTIN M. HANSON, a teacher in the Lou-

isiana Institution for the Deaf and Dumb, died last month of yellow fever, at the age of twenty-five years. The following obituary notice of Mr. Hanson, is copied from a Baton Rouge paper.

Mr. HANSON was a native of Indiana, graduated at the Institution for the Deaf and Dumb in Indianapolis, and was subsequently, for three years, there employed as a teacher. The high appreciation placed upon his services in Indiana was well attested by a glowing address of thanks, which was signed by all the pupils, and presented to him on his departure. Connected with an Institution holding rank among the very best, in it Mr. HANSON was known as a distinguished student, and an accomplished teacher. Possessing rare pantomimic powers, he never failed to interest his pupils, visitors to the school, or audiences at public exhibitions. His countenance, every action and gesture, seemed a speaking index of the soul. Taking part in some fifty public examinations previous to leaving Indiana, he greatly contributed to the character which his *Alma Mater* attained. His appearance before the Legislature of Louisiana, at the exhibition on the 16th of March last, will be long remembered by those who had the pleasure of witnessing on that occasion, his thrilling pantomimes.

His removal to Louisiana, and acceptance of the situation here, was mainly influenced by feelings of attachment for his former preceptor, who took charge of our institution. Here, his polished and courteous deportment, his efficiency as a teacher, his amiable bearing toward his pupils, all alike contributed to render him universally respected and esteemed. Recently married to an accomplished lady, like himself a mute, his future life seemed destined for social friendship, professional usefulness and domestic bliss. But alas! one year rolls round, and the anniversary of his arrival here dawns on his wasting form surrounded by weeping friends, fast sinking in the cold embrace of death. Yet gently ebb'd life's failing currents, and so peaceful was his final hour, that one scarce might know when life was ended, and the sleep of death began.

His loss to the Institution is of serious consequence. It will be difficult to fill his place with one as well qualified, and as worthy. It will be hard to convince his class of mute pupils, that another can instruct them as kindly and successfully as their late lamented teacher. But their loss, our loss, is his gain. His hopes took not hold, alone, of things on earth. He has long regarded a brighter, fairer world, beyond the grave, as his future, final home. With a smile of triumph enlightening his dying countenance, he exclaimed

in his own beautiful signs: "I go to hear and join the song of Angels;" words which as a prophet's vision told of rest unbroken, life eternal in the spirit land; into which none, who knew his humble life of unobtrusive usefulness and charity, may doubt that he has entered.

Testimonial of affection and respect. HORATIO N. HUBBELL, Esq., late Principal of the Ohio Deaf and Dumb Asylum, received last summer from a number of his former pupils—about one hundred uniting in the contribution—a very pleasant expression of their gratitude and friendly regard, in the shape of a silver pitcher of elegant workmanship, and two silver goblets. We present one or two extracts from Mr. Hubbell's speech on the occasion.

"There are, of course, some personal reminiscences in my own mind with regard to each of you, commencing at the time when your beloved parents and friends (many of them now no more) brought you to the Asylum, many of you in early childhood, and committed you to my care, for an education in every sense of the word, embracing physical training, mental cultivation, and religious instruction; all of which was to qualify you for the active duties and responsibilities of life; and most vividly are many of those scenes impressed on the tablets of my memory, as it were, daguerreotyped with all the attending circumstances, and so deeply as to become a part of my own spiritual nature; and although it is nearly a quarter of a century since some of these scenes occurred, the impressions remain undiminished by time; and in mentally reverting to them, as your countenances recall them, they revive, and appear again as actually passing.

"With what success your efforts to obtain an education were crowned, an attainment so difficult in the peculiar Providence of God, time as it has rolled away, during past years, and has tried you in the various relations of life, testing your capabilities, brings a good report of your competency for taking part in the varied employments of human existence; and the positions which you occupy, for character and respectability in the communities where you reside, afford me the sincerest pleasure, demonstrating that the labors of myself and my associates in communicating instruction, and your own personal efforts, have not been in vain.

"The number of pupils who had entered the Asylum, and who had

enjoyed its advantages for a longer or a shorter period, up to the time of my resignation, two years ago, was four hundred and sixty-two. These are widely scattered over this and neighboring states. Few, comparatively, can be with us on this interesting occasion; and quite a number, in the language of Scripture, 'are not.' I hold in my hand the catalogue of the dead, containing thirty-nine names; and there are doubtless others, the intelligence of whose death has not reached us. One of your former associates has been killed by a tree falling on him; one has been killed by a rail-car; four have been drowned; one has become blind; several insane; one blind and insane; and one, a traveler, was buried by strangers in a strange land, many thousand miles distant.

"Fifty-one have also entered into the marriage relation, and with them that connection seems to have been attended with as much happiness as falls to the lot of humanity in general; and in no instance has the misfortune of deafness been perpetuated in children. May the storms of life beat but slightly on them and theirs in their pathway through this world, always remembering that the infirmities which have marked them as unfortunate in this life, can not follow them in the life to come."

Private School for the Deaf and Dumb. A late number of a New York paper contains the following notice of our friend Mr. Bartlett's private school for young deaf mutes.

"Upon the easterly bank of the Hudson, opposite Newburgh, (Washington's Head-quarters,) is one of the most romantic and beautiful villages of even that beautiful region known as "the Highlands." It is not, however, my purpose to describe a scene so familiar, doubtless, to most of your readers, but rather to call their attention to a remarkable school lately opened in Fishkill, the village referred to, for the instruction of *deaf-mute children from five years of age and upward.*

"As is, perhaps, known to you, such children are not usually received at our large public institutions for the education of the deaf and dumb until they are ten or twelve, or even older; one practical result of which rule is, that nine-tenths of the deaf mutes remain from birth almost entirely uneducated, up to the time of their admission to one of these institutions—a fearful waste when we consider how much is usually learned by other children in these early years!

“Some two years ago, Mr. David E. Bartlett, lately an instructor in the New York Institute, undertook to reduce to practice an idea which had long possessed him—viz., that the education of little deaf mutes ought and should be commenced at as early an age as with other children. He opened his school, and the result has satisfied not only himself, but all who have had occasion to know the facts, that a great mistake has hitherto prevailed, not only among people generally, upon this subject, but among both teachers and parents of deaf mutes. For while many parents are satisfied that the little deaf mute, so interesting to them because of his infirmity, with his voiceless tongue, but his bright, earnest, watchful eyes, beaming with intelligent curiosity, is in no sense intellectually inferior to his little chattering playmates, still they entertain a belief that they themselves can not teach him for want of time for systematic attention, or from other causes; while, at the same time, fearing that none can so well understand his wants, or so accurately read his expressive little features as they, who have watched and known him from his birth, they think it better, at any hazard, to keep him at home, until he has become probably a violent, ungovernable boy, rather than to send him forth at a tender age to the care of strangers, who can not, as they fear, take such an interest as they themselves do, or teach as they would if they could.

“All parents of deaf mutes probably also fear the influence of a public school education away from home upon their children in this, that a feeling of estrangement may grow up in the breast of the little mute, thus cut off from the influences of his home, and that all those dear ties, even a mother’s and a father’s love, will become unappreciated or unremembered, and the warm gushing emotions of filial love will be transferred to those with whom their little child is sent to pass so many years in such intimate association. In whatsoever degree so painful a result may be induced by a public school education; however unlike those of home may be the habits acquired in such institutions, it may be confidently hoped that the system pursued by Mr. Bartlett will prove a safeguard against such evils. His pupils compose his family; the children evince by their manners that kind of confident, trusting familiarity which one expects to see in a well governed *home*, and their smiling, gleeful faces express their happiness and contentment. The family and the school are, however, so intimately blended, that it is impossible to speak of the one as distinct from the other, and hence any minute description of every-

day life in the house would seem to be a violation of the sanctity of a private home.

"I can not, however, refrain from saying of Mr. Bartlett, that he is well known to all interested in the education of deaf mutes, especially in New York, as an accomplished scholar and thoroughly a Christian gentlemen. No one can see him, as I have seen him, without a conviction that he is animated by all that patient zeal, devotion, energy, capacity and cultivation, that go to make up the character of the philanthropist. His excellent, accomplished and beautiful wife will, I trust, pardon me for saying that she is literally a helpmeet for such a man.

"Beside Mr. and Mrs. Bartlett, there is a young lady, (a deaf mute,) who is an assistant teacher; a governess, also a deaf mute, and others, who have the care of the children.

"Mr. Bartlett believes that his pupils are to be won and led, not driven; and let any person behold this little household, joining their teacher at the close of the school in an earnest though voiceless acknowledgment to God for his goodness, and a prayer for his blessing and favor, and they will soon see upon what foundation the teacher builds.

"The land about the house is extensive and well cultivated. The play-ground is ample, and every facility given for the development of the bodily powers, and the cultivation of such tastes for mechanical or other pursuits as the pupils may display.

"I have written thus much, not for the purpose of puffing one whom I am proud to speak of as a friend, but because I believe there are many parents in this state who will rejoice to know that such a school as I have imperfectly described is in successful operation. I am the father of a deaf-mute son, now nine years old, and I consider myself so fortunate in being able to place him in the hands of such a man as Mr. Bartlett, that I desire to have other parents, similarly interested, know that there is such a school, so conducted that they may lay aside all fear and anxiety, and intrust their children confidently to its influences. Of the teacher, I can say conscientiously, that I believe no man was ever more peculiarly qualified to supply a peculiar want than is Mr. Bartlett.

"The distance from New York is passed in two hours on the Hudson River Railroad.

"If this communication shall meet the eye of any who feel as keen an anxiety as I have felt for the welfare of a child, I hope it may lead them to experience a feeling of relief and thankfulness as strong as that which has prompted this letter."

New Buildings for the Ohio Asylum. We learn that the Ohio Asylum for the Deaf and Dumb will probably soon lay the foundation of a spacious and elegant edifice, to take the place of the present insufficient structure. The governor of the state, in his late message, alludes to the subject in the following terms :

“The great increase of pupils in the Institution for the Deaf and Dumb, requires that additional room should be provided for them.

“A personal examination of that institution has satisfied me, that the time has arrived for the erection of a new building, with adequate room and suitable accommodations.

“The site of a new edifice has been a subject of frequent discussion. It has been suggested by many that the institution should be removed into the country, and the present buildings and grounds, which are now almost in the heart of the city, eventually sold.

“To this proposition the present and late superintendents have been strongly opposed. Their experience in the education of the deaf and dumb gives great weight to their opinions, especially as some rest on educational grounds.”

Death of Mr. Weld. When, in the last number of the ANNALS, we announced the departure of Mr. Weld for Europe, in pursuit of health, we had little thought of being obliged so soon to record his death. But such is the fact. Mr. Weld reached home in December last, apparently much feebler than when he left the country. After his return, he gradually failed, until on the thirtieth of December, his spirit passed away from earth. The immediate cause of his death was congestion of the lungs. We have only space left for the simple announcement of Mr. Weld's decease, but in our next number we hope to present an extended notice of his life and character, with particular reference to his labors in behalf of that class (the deaf and dumb) to which his life was devoted.

A committee of deaf mutes, appointed by the convention at Montpelier, held a meeting in Henniker, N. H., Jan. 4th, 1854, at which they adopted the following preamble and resolutions.

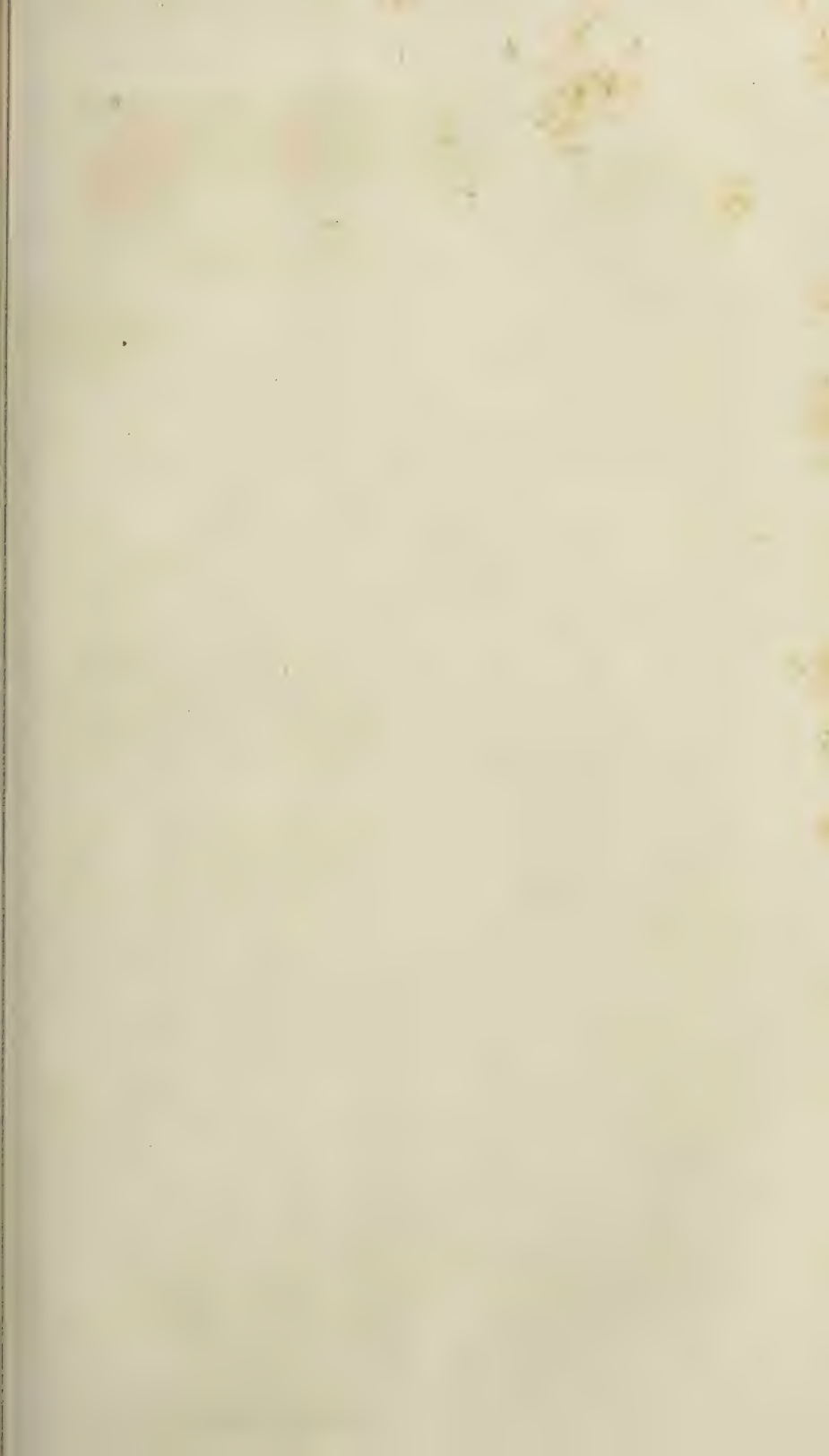
Whereas, An all-wise Providence has seen fit to take from the American Asylum, in the person of its principal, one who has long been connected with it; one who always considered us and all other mutes in a great measure as his children; one whom all of us had long ago learned to love and respect, and one whose loss will long be felt; therefore,

Resolved, That while we are conscious of the loss on our own part, we deeply sympathize with his family in their bereavement, and hope they may be led to see in their loss only an additional link in the chain which binds their thoughts and hopes to heaven.

Resolved, That we present our heartfelt sympathy to the board of directors, the teachers, pupils, and others connected with the American Asylum.

Resolved, That the present principal of the Asylum be requested to forward a copy of the foregoing resolution to the family of the late principal and to the board of directors.

Reports of Institutions.—We have just received reports for the year past, of the institutions for the deaf and dumb in the states of Virginia, Indiana, Illinois and Tennessee, but so little space remains to us in the present number that we can do no more now than simply acknowledge their reception, with the remark that the good cause of deaf-mute instruction seems to be flourishing and advancing in all the above-named states. In our next number we may take occasion to speak more particularly of the condition of these schools, as revealed in the reports before us.





AMERICAN ANNALS

OF THE

DEAF AND DUMB.

VOL. VI., NO. III.

APRIL, 1854.

BELIEF IN GOD, CONNATURAL TO THE MIND.

BY REV. W. H. CORNING, PASTOR OF THE CONGREGATIONAL CHURCH, OWEGO, N. Y.

THAT which is called the "*a priori*" or "ontological" argument for the being of a God, whatever may be said of its logical value to philosophers, has never asserted any practical power over the great mass of minds, from the days of Anselm of Canterbury, its originator, through the times of Doctor Samuel Clark, its great expounder, to the present day. Very clear is it that God has not brought the world to an acknowledgment of His infinite mystery, by any such syllogistic reasoning as these great theologians have devised and put upon record in the history of divinity.

Nor can the "*a posteriori*" argument boast of a much larger number of trophies, in human souls subdued by its power to the belief of a Supreme Being. For although it lies much nearer the common mind, and is full of interest in an immense array of wonderful adaptations of design in the the kingdoms of nature, yet somehow, it finds the belief which it would inculcate already in possession of the citadel of thought, so that it becomes simply a matter of curious interest in confirming the conviction already established.

The real groundwork of human belief in this great first

truth of religion lies much deeper than any merely logical process, whether it be "*a priori*" or "*a posteriori*," developing itself out of the very nature of thinking, by a necessary law. The idea of God is one which the human mind generates spontaneously and necessarily, at a certain stage of advancement. This I take to be the meaning of the apostle Paul, when he says, "The invisible things of him from the creation of the world are clearly seen, *being understood* by the things which are made, even his eternal power and Godhead, so that they are without excuse." The great Creator has so formed his creature, that when his spiritual powers are developed to a certain point, he shall understand the invisible things of God, not by a logical process of thinking, but just as the eye seizes hold of the knowledge of external nature. The things which are made become to him an *expression* of the Deity, rather than a *proof* of His being.

This argument has been stated in this form: that the idea of God is innate. But an idea can not be said to be a part of us at birth. An idea is a production of the mind, and therefore is not born with it. This form of expression, therefore, is objectionable.

Others, mistaking a proximate for an ultimate, have argued that the universality of a belief in a God proves His existence. But this statement leaps a wide chasm. Universality of belief proves that it is the nature of the soul, spontaneously to develop the idea of a God. And this spontaneity asserts its authority, equally with all our mental processes, and so necessitates the conviction of the Supreme. We must distrust ourselves, and become universal skeptics, if we disbelieve the existence of a God.

But here the argument is met by a denial that there is universality of belief. It is allowed, indeed, that the conviction that a great Supreme exists, is very general; the human race, in all its different tribes and nations, agreeing in this as in nothing else; but yet, it is claimed that there are exceptions to it, and that any—the least—exception vitiates the argument. And, indeed, we must be compelled to admit, if under any conditions of being, the human soul, having reached

the appropriate stage of development, does not at that point generate the idea of a God, that this idea can not be said to be natural to man as man, but must have originated from without. We might, then, take refuge in the traditional theory, for it would be difficult to account for the admitted almost universal belief in a Supreme Ruler, unless either it was a spontaneous outgrowth of the soul, or the product of a revelation widely given, and carefully handed down from generation to generation.

But is there any such exception as is supposed? We think it can be shown that there is not. There are only three facts in the entire history of the race, which seem to be such, and these, upon a more careful examination, can be explained in entire harmony with our position. The first is the statement of Moffatt, a missionary in Africa, in relation to a tribe of Hottentots; the second comes to us from the laborers for Christ among the Buddhists, and the third is the admitted fact of the general ignorance of the deaf and dumb, before instruction, in relation to a great First Cause.

Mr. Moffatt, in his Southern Africa, states that there is a tribe of beings there, who have no idea whatever of a Deity. Our reply to this is very brief. First, we should hesitate long to receive as undoubted the evidence of any single man upon such a question, unless we were sure that he possessed the requisite ability, and had given the needed time for proper inquiry. It is a most difficult matter to educe the ideas of degraded beings, so as to be able to say positively that they have no idea in any shape or form of a supreme spiritual existence. We should, therefore, linger long before admitting this statement of Mr. Moffatt, until it is confirmed by other evidence, especially as it contradicts the nearly universal testimony of writers in respect to the great mass of mankind. But secondly, if compelled to admit the fact, we should reply that this tribe of men have become so degraded that their humanity has not developed itself to the point at which the idea of God is to be expected. Of the depth of their degradation, Moffatt himself testifies.

The second fact which presents a difficulty before us, is

this: our missionaries tell us that the Buddhists of Asia do not believe, but absolutely disbelieve in a God. They say that this system of religion inculcates the idea that everything comes by nature, without a supreme power. They admit that these persons believe that there was once a God or Buddh, who arranged and ordered things at the commencement of the period, but that he has now gone into that state which is the perfection of bliss in their minds; a sleepy, undisturbed, restful state, which our missionaries call annihilation, from which he will be by and by aroused, and come forth again to re-order things as at the former period, and then go to sleep once more. Now, say the missionaries, this god who is asleep, in the dreamy state of nothingness, is in fact no God. And so Buddhism, according to them, is blank atheism. Now observe, first, in respect to these statements, the perfect form of existence which the missionaries call annihilation, is not annihilation in the view of the Buddhists. So far from this being the case, it is with them the highest and holiest form of being. But it should be remembered that it is a most difficult thing for us to put ourselves in the place of the worshipers of another religion, and enter into their metaphysics. We can not easily understand their terms. We should, therefore, be careful lest we interpret their doctrines by our own different views. They would be likely to reject our interpretations. Perhaps they would be shocked at their crudeness.

Now it may be very difficult for us to distinguish between the state of being which they call the perfect state of bliss, and annihilation. It may seem to us about the same, a state of dreamy nothingness, and freedom from all activity. But still, one thing is very true and clear, the Buddhists *do* make a distinction. For with them this state is the perfection of life. But annihilation is an entire destruction of life. In this state of the Buddh, he not only exists, and is therefore not annihilated, but he exists in his most perfect condition. Now we may make our inferences from the description the Buddhists give of this state of being, and it may seem absolutely necessary to infer annihilation; yet they deny this in-

ference, and obstinately contend that instead of being annihilated, the Buddh, in this state, enjoys the highest conceivable form of being. Allow that they say that their god is unconscious, their real notion is not the notion of their metaphysics, for they say that he is happy, and of course he must be conscious. We have no right, therefore, to impute the idea of annihilation to this of a perfect state of bliss, however difficult we may find it to form any other notion, and, consequently, the supreme Buddh of the Buddhists still exists.

I remark again, that in confirmation of these thoughts, the missionaries, in their reports, contradict themselves. Thus, in the *Missionary Herald* for January, 1848, in the annual report of the Siam mission, we are informed that the idea of a God exists in no form whatever, among the Buddhists of Siam; and yet, further on, upon the same page, we are told that "the god they worship, attained more than two thousand years ago, the highest state of perfection, annihilation." So, then, they worship a god, while yet they have no idea of one whatever. It is plain, they worship the sleeping Buddh, who in their apprehension of things, is not annihilated. Thirdly, the very fact that they expect and fear the re-appearance of the Buddh proves that they have an idea of a Supreme. For suppose he does sleep for ages, yet he will finally come. Fourthly, the metaphysical system which they have adopted in respect to reward and punishment, virtue and vice—that virtue is its own reward, and vice its own punishment, reward and punishment following virtue and vice respectively, as the cart the horse, (this is their form of expression)—would necessarily serve to weaken the idea of a Supreme Being; and yet when we see this idea shining out from their system, in spite of it, we have the most assured testimony that the idea of God is natural to the human soul.

When Dr. Bradley, of the Siam mission, was in this country, I was engaged in these speculations, and I inquired of him, what he had found to be the prevalent view of the Supreme Being, in his intercourse with Buddhists. He strenuously maintained that they were atheists. But I plainly

saw this was only his inference from their strange doctrine of perfect existence. He rested his belief principally, and indeed entirely, upon a symbolic action of one of the priests of Buddh, who upon being asked by him what was the state of the Deity, took a candle and extinguished it. "That," says he, "is his condition." This is a common method of explanation among them. But this putting out of the light of the candle may symbolize not a blank non-existence, but a freedom from all cares and passions such as agitate our finite souls. My conversation with this eminent living missionary satisfied me, that the commonly received atheism of the Buddhists, is a hastily drawn inference from a very abstruse metaphysical idea prevalent among them, which at bottom means no such thing. The theology of this sect of orientals has not as yet been profoundly investigated.

The third difficulty which opposes itself to our argument, is the total ignorance of God in the minds of the deaf and dumb, before instruction. The late Rev. T. H. Gallaudet first called attention to this fact, in one of his annual reports, in these words: "This subject was one that engaged my attention during the whole course of my instructing the deaf and dumb, and the inquiries which I made in regard to it, were continued, varied and minute. I do not think it possible to produce the instance of a deaf mute from birth, who, without instruction on the subject, from some friend, or at some institution for his benefit, has originated from his own reflections, the idea of a Creator and Moral Governor of the world." This testimony is confirmed by that of all the teachers of the deaf and dumb, and the fact must be admitted. The only question then, is, are the minds of these persons before instruction, developed to a point where we should naturally look for the origination of the high and transcendent thought of God? While engaged in this inquiry several years since for the purpose of satisfying myself upon this precise point, I addressed letters to some of the most prominent teachers of the deaf and dumb, in the country, asking replies to four questions which it seemed to me would elicit

the truth. The answers to these letters were very satisfactory to my own mind, and I here present them as evidence.

“AMERICAN ASYLUM, Dec. 7, 1848.

“DEAR SIR: I am happy to give you my views on the points named in your letter, but you must excuse me for being as brief as possible.

“You ask, *first*, ‘Whether deaf mutes are not extremely inferior in point of mental *attainments*, to those of the same age, not deprived of their powers of hearing and speech; that is, before instruction in the Asylum?’

“Answer, Yes.

“*Second*, ‘Whether before coming to the Asylum, the deaf and dumb, at the age of from fifteen to twenty, are more than equal to children not deprived of their powers of hearing and speech, at the age of from five to eight?’

“Answer, In their knowledge of intellectual and moral subjects, the deaf and dumb without education, at the age specified, do not surpass the children referred to, but in regard to practical matters, the affairs of common life, daily subject to their observation, they in general greatly surpass them.

“*Third*, ‘Whether their knowledge consists in anything more than conceptions and the most necessary abstract ideas, such as time, space, &c.?’

“Answer, Avoiding logical terms, I would say, their knowledge is the result, to a very great extent, of their own observation and experience. They get *some* valuable ideas in conversation with their intimate friends, by their own natural language of signs, but no knowledge whatever from books, or from the ordinary modes of communication among men.

“*Fourth*, ‘Whether before instruction at the Asylum, they generalize or classify or draw inferences from data, and if so, to what extent?’

“Answer, In reference to very simple subjects they do generalize, classify and draw inferences, especially the latter, to a moderate extent, but in regard to more difficult and abstract subjects, extremely little, if at all; from the fact that they have but very little knowledge on those subjects.

“I published in one of our former reports, some statements of the views of deaf mutes on subjects kindred perhaps to that you are in-

vestigating. I will send you a copy with this letter, which I hope may in some degree supply its deficiencies.

“Very truly your friend,

“LEWIS WELD.”

“HARTFORD, Nov. 28, 1848.

“DEAR SIR: Brief replies to your questions, I suppose, are what you wish, and all that I am able to make at this time.

“Question 1. ‘Intellectual attainments’ in knowledge, acquired by education, reading, observation, &c. In this respect the deaf and dumb are inferior to others of the same age.

“Question 2. If by ‘intellectual ability,’ we understand native power of mind, the *ability* to reason, draw inferences, &c., I think the deaf mute of sixteen to twenty, is superior to the hearing child of five to eight.

“Question 3. Before instruction in the Asylum, the knowledge of the deaf and dumb is only of the simplest kind, drawn chiefly from his own limited observation. Of abstract truths he has the least possible conception.

“Question 4. Before education, the deaf and dumb generalize and classify only to a *very limited* extent.

“Very truly yours,

“C. STONE.”

“NEW YORK, Nov. 23d, 1848.

“DEAR CLASSMATE: Mr. Peet handed me the letter which you addressed to him, respecting the mental phenomena of the deaf and dumb, and requested me to answer it, as he was very busy. You propound four questions, to which I will endeavor to reply in their order.

“1. Deaf mutes *are* extremely inferior in point of intellectual *attainments* to those who can hear and speak. Whether it would be correct to use the word *ability* in the sense of intrinsic capacity, in the place of attainments, I leave to nicer metaphysicians than I am to decide. If deaf mutes could be rigorously and systematically trained from infancy, in the use of written and alphabetic language, I, for one, see no reason why their intellectual *abilities* should not be equal to those of persons who can hear and speak. The minds of deaf mutes in general, are active and vigorous to a high degree, but in point of fact, owing to neglect in their culture, they come to us almost a total blank, as far as intellectual progress is concerned. They deal in imagery, and think, as it were, in a series of mental

pictures, having no idea of language whatever. They all show signs of a moral sense, but have the most vague and indefinite ideas of any Supreme Being.

"2. In matters which require experience in *bodily* exertion, such as the various trades, farming, &c., the minds of uneducated deaf mutes from fifteen to twenty, reach a higher point of development than the minds of children at the age of seven, *i. e.*, they show more skill and judgment; but in all matters of general information, derived from books, conversation, &c., the child of seven is almost infinitely superior.

"3. The knowledge of deaf mutes before instruction does *not* consist of anything more than *conceptions*, and the most necessary abstract ideas.

"4. They have very little power to generalize and draw conclusions from data.

Yours truly,

"THOMAS GALLAUDET."

"PHILADELPHIA, Nov. 11, 1848.

"DEAR SIR: Your communication of the 8th inst. I have just received. I will endeavor to reply to your queries.

"1. Whether deaf mutes are not extremely inferior, mentally, to those who can hear and speak, that is, before instruction at the Asylum?

"I have no reason to suppose that the *original* faculties of the mute are any way inferior to those of the hearing person. The advantages, however, which the use of language gives to hearing persons, from infancy, are immense in comparison with the mute, who can obtain information from his own observation only. He reasons, but by an exceedingly simple and limited process, for the want of a medium in which to register his different steps in the process of reasoning. His reasoning must also be limited and incorrect, for want of that instrument for conducting the process of reasoning, which language becomes to us.

"2. Whether at the age of from fifteen to twenty, they are more than equal to children not deprived of their powers at the age of from five to eight; that is, before instruction?

"In some respects they are more than equal; in others, especially in everything that can be affected by language, they are inferior.

"3. Whether their knowledge before instruction, consists of anything more than of conceptions, and the most necessary abstract ideas, such as time, space, &c.

"It is impossible to say, as their means of communicating what they do know are so exceedingly limited and imperfect. On your supposition of no instruction, their knowledge can only consist of ideas obtained by observation, consciousness, and the inferences they may draw from them. They may have some ideas of space, time and number.

"4. Whether before instruction they generalize or classify or draw inferences from data, and if so to what extent?

"Some at least do, but to a very limited extent.

"It is very difficult to give direct answers to these questions, as they are so vague.

"In hearing persons there are all grades of intellect, from idiocy to genius. 'Tis so with the deaf mutes. The immense advantage which the leverage of language gives, almost precludes the instituting a comparison between the one who has it, and he who has it not. Our knowledge of the deaf-mute mind previous to instruction, is very imperfect, from the imperfection of the medium of communication.

"Your obedient servant,

"A. B. HUTTON."

From these letters it seems evident that the minds of the deaf mutes are not developed sufficiently for the dawning of the transcendent idea of God. And consequently, there is nothing in their case, to destroy the conviction, that the existence of the Supreme is a natural doctrine of the human soul, at a certain point in its progress.

This is precisely the conclusion to which Dr. Peet comes, in his letter subjoined to the report alluded to above. After stating the general fact of the ignorance of God in the deaf and dumb, he continues: "Considering the circumstances in which the deaf and dumb are placed, and their medium of communication, this might have been inferred. The natural language of signs employed by them before it is used as a means of acquiring alphabetic language, is confined to the persons and objects with which they are familiar, the usages of life, and their personal wants. They have no motive to induce them to extend their ideas beyond the pale of sensible objects, and no encouragement from others to direct their attention to the operations of their own minds, as indicating the existence within them of an immaterial, thinking agent,

distinct from the body. Having then *no ideas purely intellectual* and *unconscious of the mode of their own existence*, can it be supposed that they will conceive the notion of a God, to whom they are under obligation to render religious worship?"

I have been further confirmed in this view, by learning from the ANNALS, some facts in relation to the method of instructing the deaf mute in religious truth, and the manner in which such instruction is received. Thus in respect to the method of instruction we give the following extract:

"Our readers may be interested to learn the first steps of the method pursued in imparting to the deaf and dumb a knowledge of the soul, and of God, and his attributes. It is substantially the same that would be taken to bring these truths to the perception of any other mind that is ignorant of them, though in this case, the medium of communication is, of course, the language of signs, while the reasoning is of the simplest kind. We have not to construct an argument to which the acute mind of an inveterate skeptic, (if there exist such an anomaly,) could bring no objection, but rather to trace the path along which a mind anxious to know the truth might reach a satisfactory conclusion. It is not so much, even to the deaf-mute, an introduction of new facts, as pointing out the relations of those he already knows, although they have never excited his attention, and leading him to draw the plain and obvious inference. With regard to some truths, it is simply stating the reality of certain facts, which immediately commend themselves to his reason as natural and necessary, and which he might have himself discovered by proper reflection."

Thus we see that in order to introduce the idea of God into the deaf and dumb mind, you have only to educate or develop the reflective power to a certain point. I am still more confirmed in this conclusion by the following account of the manner in which the idea of God has sometimes dawned upon the soul of the deaf mute. This has been only in cases where there was peculiar power of mind. As we should expect in most cases, the idea of God would enter gradually. But at times it breaks in upon the mind instantaneously.

“With some individuals, however, it has happened that in following a course of thought like that above suggested, though more full and minute, when a certain point is reached, the sublime idea of God has seemed to burst at once upon the mind with overwhelming power. The temple that was before tenantless and lonely, is filled with glory, and the soul shrinks with awe and amazement before the presence of its Maker till now unknown. Similar to this was the experience of *Massieu*, the celebrated pupil of *Sicard*. The Abbe relates that when, after preparing his mind by a course of argument like the one adverted to above, though of a more elevated character, he came to announce to him, as the author of the beings and things he saw around him, ‘God, the object of our worship, before whom the heavens, the earth, and the seas quake, and are as nothing, *Massieu* instantly became terrified, and trembling, as if the majesty of this great God had rendered itself visible and had impressed all his being, he prostrated himself, and thus offered to this great Being, whose name then struck his view for the first time, the first homage of his worship and his adoration. When recovered from this sort of ecstacy, he said to me by signs, these beautiful words, which I shall not forget while I have life—“*Ah ! laissez-moi aller à mon père, à ma mère, à mes frères, leur dire qu’il y a un Dieu ; ils ne le savent pas.*” “Oh ! let me go to my father, to my mother, to my brothers, to tell them that there is a God ; they do not know him.” They do know him, my child ; it is him they go to supplicate in that temple whither they formerly conducted you. They do know him ; all those who hear, and speak, know him as well as you.’”

How do such cases as these in minds more than usually developed, add force and strength to the view maintained ! I have thus considered the only seeming exceptions which have been urged against my position. And I think I have shown that they are only seeming and not real. When now, in addition, we consider how many races of men unite in the belief of a Supreme Being, different in all the characteristics of inner and outer life, in so many different climates, spread all over the globe, and some almost secluded from the eye of their fellow-men, I deem it demonstrable that the idea of God is natural to the human soul. And if so, then a man might as reasonably distrust all his intuitions and thinkings, as to disbelieve in a higher power. For unless his own soul

is a deceiver, and not to be believed at all, in its most intense convictions, then the Infinite Jehovah is a glorious reality; then—

“ A God there is,
And if a God there is, that God how great !”

POETRY.

I DWELL within a voiceless world,
Mysterious and deep ;
My tongue can shape no form of speech,
I can but laugh and weep :
The touch may wake the sounding string,
And lips with music thrill ;
I can but see what others feel,
A void is round me still.

The winged lightnings o'er me flash,
And the trembling nerve may shake ;
But the fearful silence on mine ear,
The thunder can not break ;
And yet I know 'tis God who speaks,
In the electric gleams :
And I love the music of his voice,
I hear it oft in dreams.

When I a mother's name would speak,
Or hear its holy sound,
My lips give forth no utterance,
Mine ear is silence bound :
But, oh ! that sweetest, dearest name,
My soul delights to hear ;
Its melody oft thrills my heart—
I answer with a tear.

Though when she kneels at evening hour,
No sound the stillness breaks ;
I know the language of her lips,
For 'tis the soul that speaks ;
And there are other voices too,
Commingle in her prayer :
I see no forms, but, ah ! I feel
The Angels hovering there.

When I the beauteous heavens behold,
The star-gemmed milky way,
And watch the flowers and bright-winged birds,
Upon the vernal spray :
When beauty's fragrance fills the sense,
Oh! then I long to hear,
And know if music comes as sweet,
Upon the quickened ear.

Though on the ear and from the tongue,
No words of sweetness roll,
The heart has its own melody,
The music of the soul :
'Tis like the far off' symphony
The spirit hears alone ;
Which swells beyond the walls of time,
In anthems round the throne.

There, on my reawakened sense,
Shall heavenly cadence thrill,
My loosened tongue join in the strain,
Which powers celestial fill ;
There evermore with new delight,
Shall praise to him be given,
Who, in a world of silence, tuned
Both ear and tongue for heaven.

INDIANA INSTITUTION FOR THE DEAF AND DUMB.

BY THOMAS MC INTIRE.

THERE are not very many incidents of a character to interest the public at large, connected with the organization and early history of an institution like this, limited as it is in its benefits, to such a comparatively small number of individuals. But the readers of the *ANNALS*, a majority of whom are personally engaged in efforts to ameliorate the condition of that class of persons for whose special advantage such establishments are founded, will look upon the narration of these incidents as by no means unimportant. It is hoped, therefore, that the few statements which we

propose to make concerning the origin and progress of this institution may not prove wholly destitute of interest. For, brief as has been the period of its existence, its advancement has been so great, its development so rapid, and its success so marked, that a narration of the steps taken and the measures adopted, by which it has reached its present high degree of prosperity, may serve, if for no other purpose, at least in some degree as an encouragement to those engaged in or about to enter upon similar enterprises of benevolence.

Only about ten years have elapsed since the first movement was made in this state toward the establishment of an institution for the education of the deaf and dumb; yet under the smiles of a divine providence, as much has been accomplished as has usually required in other states a quarter of a century to effect. In buildings, in the number of beneficiaries, in the character and qualifications of instructors, and in all the essentials of a well organized institution, ours has taken its stand by the side of the oldest and best in the Union.

The Institution owns one hundred and twenty acres of land, worth sixty thousand dollars. From the commencement to the present time, there have been appropriated to this object two hundred and ten thousand dollars. About one-half of this sum has been expended on buildings and permanent improvements, and the remainder devoted to the support and instruction of pupils. The people have cheerfully permitted themselves to be taxed to this extent, and that too when the state was suffering under the most oppressive pecuniary embarrassments. The merit of this liberality, unparalleled on the part of so young a state, is very much enhanced, not only by the fact alluded to above, but more especially by the circumstance, that during the same period, an amount nearly equal has been expended on each of the institutions for the insane and the blind.

But without further preface we will proceed hastily to sketch a few of the most prominent events embraced in the history.

James McLean made the first attempt in Indiana to give

systematic instruction to the deaf and dumb. He was a deaf mute, who reported himself to have been educated in the institution in New York city. He came here in 1842, and opened a school for the deaf and dumb in the county of Parke. The number of his pupils never exceeded five or six; and having been poorly qualified for the task he had undertaken, and, as a consequence, not having met with much encouragement, the school languished from the first, and, after a precarious existence of a little more than a year, was finally abandoned. Notwithstanding very little immediate good was effected by this attempt, yet the movement proved an important one, inasmuch as it brought the subject before the legislature, and led to the first of that series of enactments on the part of the people's representatives, for the benefit of the deaf and dumb, the blind and the insane, in which every citizen of the state now so justly prides himself. This took place at the session of the legislature in the winter of 1842-3, and consisted in the passage of a joint resolution, which appropriated two hundred dollars to McLean for his services.

As the preamble and resolution are brief, and as they contain the first acknowledgment of the obligation of the government to provide the means for educating this unfortunate class of her children, we insert them here in full.

Whereas, It has been represented to this General Assembly that James McLean is a deaf and dumb school-teacher, and as such has been teaching deaf and dumb orphans and indigent children of Indiana for fifteen months past, without any adequate compensation; and, *whereas*, it has been further represented to us, that the said McLean is poor, and, believing as we do, that due encouragement should be given to such laudable efforts to ameliorate the condition, as far as possible, of this unfortunate portion of our people, and that efforts of that kind on the part of a deaf and dumb citizen of Indiana, should not be received as a gratuity by the state.

Be it resolved by the General Assembly of Indiana, That the treasurer of state be, and he is hereby authorized to pay to the said James McLean the sum of two hundred dollars,

out of any money in the treasury not otherwise appropriated, as a compensation for services rendered as aforesaid."

The discussion elicited by the above resolution, drew the attention of a number of persons particularly to the subject, and led them to make inquiries as to the number of this class in the state, their actual condition, and the means necessary for their instruction. Among the more intelligent part of those having children suffering under this great misfortune, the interest taken in the subject was very general. The cause was also promoted in no slight degree, by the influence exerted by the educated deaf and dumb, found here and there throughout the state. Some of these had sought instruction in the institutions in neighboring states, and others had enjoyed this inestimable blessing to a greater or less extent before removing here. Wherever a case of this kind was met with, the contrast presented between it and the condition of the uneducated deaf mute was so strikingly in favor of the former, that every one who had an opportunity of witnessing it, at once became an advocate of the cause. In this way the public mind was to a considerable extent prepared to adopt the proposition to establish an institution at the expense of the state for their especial benefit; and no sooner was the measure proposed to tax the people for this purpose than it met with a hearty and favorable response from all classes of citizens.

Accordingly, at the next session of the legislature, in the winter of 1842-3, although the state was embarrassed to a degree bordering almost upon bankruptcy, a law was enacted with great unanimity, as a preliminary measure, by which a tax was levied of two mills on each one hundred dollars worth of property, for the purpose of supporting an institution for the education of the deaf and dumb. The state was so deeply involved in debt that a direct appropriation from the treasury was out of the question. There was no other recourse but to resort to direct taxation. This was done, and the people cheerfully assumed the burden and bore it without a murmur. The assessment was small at first, but it was increased from time to time, as the wants of

the institution made it necessary, until in 1851 it yielded a revenue of more than forty thousand dollars. In this incipient measure, more than any subsequent act, we are firmly persuaded, was laid the foundation of the permanent prosperity of this institution. We see no other course by which it could have been sustained.

After the assessment of the tax, the next incident worthy of notice was the visit of William Willard to this state. He came in the May following the adjournment of the General Assembly. His purpose was to attempt the establishment of a private school for the deaf and dumb in anticipation of further legislation. After consulting with a number of the most influential citizens of Indianapolis, it was suggested that a meeting should be called to adopt measures to accomplish the object. This was accordingly done. The friends of the cause from different parts of the state assembled in Indianapolis, on the 30th of May, and organized by the appointment of the Hon. John Law, of Vincennes, chairman and the Rev. P. D. Gurley, secretary. Mr. Willard laid before the meeting his testimonials, and a statement of his plans. After these had been carefully considered, H. P. Thornton, Esq., of New Albany, offered as the sense of the meeting the following resolutions, which were unanimously adopted.

“Resolved, That the successful example of Ohio and other sister states, in providing for the instruction of the deaf and dumb within their bounds, is in the highest degree creditable and worthy of our prompt imitation; and that, as citizens of Indiana, we are gratified with the interest taken in it by the last General Assembly in the enactments contemplating provision for an Asylum for deaf mutes in this state, of whom there are according to the last census, three hundred and twelve.

“Resolved, That the testimonials, submitted by Mr. William Willard from his excellency Governor Shannon, H. N. Hubbell, Esq., superintendent of the Ohio Deaf and Dumb Asylum, Rev. Dr. Hoge and other distinguished gentlemen of Ohio, showing that Mr. Willard has been for many years

an instructor of deaf mutes in that state, and has justly gained for himself a high reputation as a teacher—that he is a gentleman of good moral character, of the first respectability and every way worthy of the most favorable consideration in reference to the instruction of deaf mutes, are highly satisfactory; and we are gratified with the visit of a gentleman, himself deaf and dumb, so highly recommended by those who have been connected with an institution of such distinguished repute as the one at Columbus, Ohio.

“*Resolved*, That we approve of Mr. Willard’s proposed visit to different parts of the state, for the purpose of communicating with deaf mutes and their friends in relation to their instruction in this state; and that we recommend that he should, after such a visit, commence a school for deaf mutes on a small scale at Indianapolis, preparatory to such further action of the legislature and other encouragement as may be given for the establishment of an Asylum; and that in such visit we cordially recommend Mr. Willard to the kind attention and hospitality of the citizens of Indiana.”

At the same meeting a committee, consisting of G. H. Dunn, J. H. Bayless, L. Dunlap, S. Merrill and J. P. Chapman, was appointed to aid Mr. Willard in accomplishing the object aimed at in the foregoing resolutions. And under the direction of these gentlemen he embarked in the undertaking with the most commendable zeal and energy. The greater part of the summer was spent in traveling over the state in search of pupils, in explaining to their friends the methods and advantages of instruction, and in eliciting the sympathy and confidence of the public in behalf of the cause. Being a gentleman of no ordinary intelligence, of pleasing manners and affable address, he was eminently successful in the object of his tour. It was no part of his plan, however, to solicit pecuniary aid. The whole expense of the undertaking was borne by himself. No assistance in this respect was asked or received from any quarter. The pupils were expected to pay the cost of boarding, but nothing was charged for instruction.

Having received the promise of a number of pupils suffi-

cient to form a class, Mr. Willard rented a suitable house and supplied it with the necessary furniture and apparatus. By the first of October he had so far completed his arrangements as to be ready to open the school. During the first month twelve pupils were admitted, and shortly after, the number was increased to sixteen.

The General Assembly met in the following December. The course which had been pursued was approved. The members of the legislature frequently visited the school, and became deeply interested in its prosperity. A joint resolution was passed, directing the treasurer of state to pay to Mr. Willard what might be deemed right as a compensation for his services. Thus they not only sanctioned what had been done, but they also assumed the responsibility of supporting the institution. Soon after (January 15th, 1844) an act of incorporation was passed, and a board of trustees formally appointed. This board was composed of the following gentlemen: James Whitcomb, Royal Mayhew, William Sheets, Henry Ward Beecher, P. D. Gurley, Love H. Jameson, Matthew Simpson, Livingston Dunlap and James Morrison.

So well satisfied were the new trustees with the management of the school by Mr. Willard, that they did not deem it best to make any change in the arrangements until after the close of the session then in progress. Accordingly the school was continued without interruption until the first of August, when the session terminated. The trustees then proceeded to organize in conformity to the terms of the charter. Mr. William Willard was appointed principal of the intellectual department, and Mr. William Campbell and his lady to the charge of the domestic concerns. The first session under the new arrangement was commenced on the first day of October, 1844. It has been usual to date the origin of the institution from this period, because it was then formally taken under the control of the state. It had been in successful operation for a year previously, and its history really dates from October, 1843. Then the Indiana Institution for the Education of the Deaf and Dumb was *de facto* commenced.

But from the first it was foreseen by the trustees that it would be necessary to appoint a person who could both hear and speak, to superintend the affairs of the asylum. They very properly thought, that however intelligent and well qualified a deaf mute might be to give instruction to his brethren in misfortune, yet by his infirmity he would be separated at a great distance from the talking community, and thereby in a great measure disqualified for transacting successfully and with dispatch the miscellaneous business of an institution like this. In this opinion Mr. Willard most heartily coincided, and used his influence to consummate the arrangement.

For the purpose of procuring a suitable person, a correspondence was entered into with the officers of the different eastern institutions, and after some time, James S. Brown, who had for several years been an instructor in the Ohio Asylum, presented himself as a candidate for the place. Bringing with him the most satisfactory testimonials, he was on the 30th of June, 1845, unanimously elected, and entered on the discharge of his duties in the following October.

The appointment of Mr. Brown proved a most fortunate one. With a zeal untiring and an energy unconquerable, he labored constantly for the highest prosperity of the institution. The amount of work actually performed by him was almost incredible. Besides the general supervision of the establishment, he regularly taught a class, superintended the erection of the buildings, performed the duties of steward, made all the disbursements of money and kept all the accounts. By intense application, he managed all these difficult and complicated affairs with a skill and success seldom equaled. Blessed with a firm constitution and good health, endowed with rare qualities of intellect and heart, with an unbounded ambition to do much and do it well, and full of resources, he shunned no responsibility nor shrank from the performance of any duty. Whether as superintendent, or as the teacher of a class, or as a member of the building committee, or as the advocate of the cause of the deaf and dumb

before the people or their representatives in the legislative hall, he was equal to any emergency, and seldom failed to carry his point by answering objections, by removing obstacles, and, if need were, by crushing opposition. Cautious in the formation of his plans, when once formed, he never allowed the possibility of failure to be written on any of his efforts. He was just the man to build up an institution of the kind in a new country like this.

But a person of such positive and decided character as Mr. Brown, must have his enemies. His, perhaps, were as few as any other man's similarly situated, and they were generally those whose interest ran counter to that of the institution, or such as were actuated by a feeling of envy at his success. From first to last he possessed the unbounded confidence of the board of trustees, the respect and esteem of the public, and the affection and gratitude of the deaf and dumb throughout the state. His name is written in such legible characters on the hearts of so many, that it never can be erased, but will remain embalmed in grateful remembrance as long as Indiana shall continue to be a state, or there shall be found a deaf mute within her borders. So completely was he enshrined in the confidence, respect and affection of the friends of the institution, that it scarcely seemed possible to many of them that a person could be found competent to fill his place, and when he retired from the field, the feeling was very general that the cause must in other hands very materially suffer. How far these fears have been realized or disappointed, it is not appropriate for us to say.

Allusion has already been made to the organic law of the institution. Most of its provisions experience has proven to have been in the highest degree founded in wisdom and benevolence. One feature, however, copied from the law on this subject in Ohio and the custom then prevalent in all similar institutions in the country, was found in practice to be very objectionable: the requirement, that, in order to the admission of their children into the asylum as state pupils, all applicants should certify to the trustees their inability to pay the necessary expenses of boarding and instruction.

This provision of the law clearly seemed to the trustees to be invidious, and not only unnecessary, but a serious obstacle in the way of usefulness, by practically excluding from these benefits many of those, who, of all others, were the most needy. They therefore early urged upon the legislature the repeal of this provision of the law, and asked that all the deaf and dumb in the state, of suitable age and capacity to receive instruction, should be admitted to the privileges of the institution free of charge. This was readily granted, and the change had a most salutary effect upon the prosperity of the cause. To this is to be attributed mainly the rapid increase in the number of pupils, an increase unprecedented. And for the same reason there has been but little difficulty in procuring the consent of parents to send their children to the asylum, a difficulty loudly complained of in some other states where an opposite state of things has existed. After several years' experience, the trustees expressed their conviction of the wisdom and propriety of the change in the following language:

“Every year's experience demonstrates more plainly the wisdom of the legislative enactment by which all the deaf mutes of the state are alike entitled to the privileges of the asylum free of charge. Indiana has the proud distinction of being the first state in the Union to adopt this principle. The paltry pittance obtained on account of the few paying pupils under the old system, was not worth the mortification occasioned to the manly spirit of the poor men who were compelled to procure certificates of poverty or consign their children to all the miseries of hopeless ignorance. It would seem misfortune enough to have a child deaf and dumb, without being compelled to go before any body of men and plead poverty as the only condition upon which that child could be educated.”

It seems to us a little singular that any such humiliating and injurious distinction with reference to the education of the deaf and dumb should ever have been made by any legislature, when no such difference as to other children was made between the rich and poor, and stranger still, that it

should be continued in some states which have systems of common schools free alike to all who choose to avail themselves of their advantages. The parents of deaf mutes are taxed equally with others for the support of education, and they have a right to expect, on this ground, if on no other, that their children should be put at least on an equal footing with those who have the use of all their senses. If any class of persons should have this blessing without cost, they above all others ought to have it, not as a *charity*, but as a right; not on unnecessary and humiliating conditions, but upon the broad ground of justice and equity. Such, we are proud to know, is eminently the case here.

At first, funds to support the institution were raised by a direct tax. This plan was continued until the new constitution was adopted in 1852, when the assessment law was repealed, and the current expenses of the asylum made chargeable directly upon the state treasury, the same as any other of the necessary expenses of the government. The existence of the institution is guarantied in the constitution, and its maintenance is made as much a legal necessity as that of the legislative, executive, or judicial departments of the commonwealth.

As has been mentioned above, the individuals composing the first board of trustees were named in the act of incorporation. At the next session of the legislature, in 1844-5, the board was reorganized, and the number of members reduced from nine to five, and their appointment vested in the governor. At the following session, in 1845-6, the law was further amended, so that it was made the duty of his excellency to classify the trustees and fix the term for which each should serve, so that the longest term should be five years and the shortest, one, and so that the term of one trustee should expire each year. Again, in 1853, the law was altered so that they were made elective by the General Assembly, one added to their number, and, in accordance with the constitution, the term of service fixed at four years, two to be elected by each succeeding legislature.

In all these changes very little inconvenience has been

experienced, because fortunately, good and true men have been appointed to the trust, men who have uniformly had the best interests of the institution at heart. We are persuaded, however, that in a state institution like this, deriving its whole support from the government, a board of trustees, with power to perpetuate its own existence by filling vacancies as they occur, would not operate well for any great length of time. Such an arrangement separates too widely the institution from the people and their representatives, and opens the door to favoritism, extravagance and other abuses. Our present method would undoubtedly be the best, were it not for the danger there is that in the height of that party spirit too often found in legislative bodies, men might be selected for this important trust, not on account of their qualifications, but for their political preferences, and thus the institution in all its interests be made the spoils of party. The result of our experience is, that the method of appointment by the Executive is liable to the fewest objections and is upon the whole the safest and best.

In organizing the institution, the trustees experienced great difficulty in digesting and establishing an efficient and harmonious system of internal economy and government. For a number of years this seems to have been to them a source of continual trouble and vexation. Of this their minutes and reports of that period give abundant proof. Thrown entirely upon their own resources, they were compelled to resort to a series of experiments and many expedients, and some of them not the most happy; but in the main, each step was an improvement upon the last and better adapted to the increased size of the household. Doubtless the same difficulties to some extent have been experienced in the commencement of other similar establishments. Here there were several circumstances which at first and for a considerable time operated very unfavorably to the adoption of any complete system, and compelled the resort to expedients and temporary arrangements. Among these may be mentioned the very rapid increase in the number of pupils, the inconveniences of rented buildings, and a want of appreciation of

the principles of subordination as applicable to the internal economy of an institution of this class. The trouble consisted usually in a want of harmony between the different departments, and the mistake committed was in making each officer appointed, responsible directly to the trustees, thus not only excluding unity of action among the officers, but creating the necessity for a constant interference and personal supervision on the part of the board of trustees, which was very annoying. Experience, however, corrected this error and the office of superintendent was created. As the agent of the board and executive head of the establishment, to him was committed the management of all its internal affairs. The instruction, the exercise of government and discipline, the management of the farm and shops, as well as all minor matters, were placed under his control, and he alone was held accountable by the trustees for the manner in which they were conducted; all the other officers were made responsible to him. These changes relieved the trustees very much and were eminently conducive to bringing about a unity of purpose and action among the officers in the attainment of the great and ultimate end had in view. Thus a system was worked out, which, if not the best that could have been devised, proved nevertheless in the main well adapted to the circumstances. The result of the last year's experience has been most satisfactory.

At the time the act of incorporation was passed by the General Assembly, on account of some difference of opinion on the subject, the permanent location of the asylum was not settled; the question was left open. A warm contest sprang up between different sections of the state. The rivalry was, however, principally between Bloomington, the seat of the State University, and Indianapolis, the seat of government. With the view of securing the location of the asylum at the former place, the citizens of Monroe county made an offer of donations in land and cash subscriptions amounting to nearly four thousand dollars, and the commissioners of the county proposed on the same condition to appropriate as a revenue to the institution one cent on each

one hundred dollars' worth of real and personal property in the county. This offer, though deemed very liberal under the circumstances, was not of sufficient weight to determine the minds of the members of the legislature in favor of that place. There were still weightier reasons for its location at the capital. The Committee on Education, to whom the subject was referred, reported in favor of Indianapolis, and they assigned as some of the reasons which induced them to make the choice, the following :

First. The capital is the point most easy of access from all portions of the state, and as it is near the geographical center of the state, it will equalize the amount of travel necessary in conveying the pupils to and from the institution.

Second. From this point information in regard to the institution could be the most easily disseminated, as here all the public business is transacted, and in consequence, citizens from all parts of the state most numerously congregate.

Third. As the deaf and dumb improve much by observation, it becomes highly important that the institution for their instruction should be located at or near some large town or city. Indianapolis being the largest town in the central portion of the state, as well as the seat of government, should therefore be preferred.

Fourth. And as relates to health, it can not, from the report of the trustees of the institution now lying on senators' desks, be reasonably expected that a more salubrious location can be found within the limits of the state.

Fifth. In consequence of the fertility of the adjacent country, and the abundant supply of the markets in this place, it is believed to be within the power of the trustees to provide boarding at as *low* a rate as it can be furnished at any considerable town in the state.

Sixth. In consequence of the expense of the furniture and school-room fixtures rendered necessary for the accommodation and instruction of more than *thirty pupils*, the institution could not now be removed without great sacrifice of its property, or a heavy expense to the state.

Seventh. But the most important argument in favor of

its location at the seat of government is, that it will thus be placed in the vicinity of the legislature, and under the immediate observation and control of the people's representatives. It is feared that the people will not willingly submit to be taxed for the support of any institution—however worthy its object—over which they could exercise no supervisory care or control. And it is also believed that it is highly important, in order to secure the ultimate success of the institution, that the members of the General Assembly may have it within their power to witness the annual exhibitions of the pupils, so as to properly judge of the improvement of the pupils in their various pursuits, and justly to appreciate the importance of the education of this unfortunate class of our fellow-citizens.

After a warm discussion, the question was decided in accordance with the recommendation of the committee. It is impossible now to determine what would have been the result had the institution been located elsewhere. It might have prospered, and doubtless would, but it would have been under difficulties from which it has here been free. The greatest advantages derived from its location here have been from its central position and facilities of access from all parts of the state. There is scarcely a county which is not directly connected with the capital by railroad, by means of which an easy, quick and cheap method of conveyance is afforded to the pupils in coming to and returning from the asylum, and thus we are able to secure a fuller and more punctual attendance, than we otherwise could do.

At the same session of the legislature at which the Institution was permanently located at Indianapolis, provision was made for the purchase of a site on which to erect buildings suited to its necessities. The school was then kept in rented buildings of too limited capacity to afford accommodations for the number of pupils even then in attendance, and the trustees were satisfied that a large increase might be expected annually, and that all practicable dispatch should be used in making provision for them. They felt that much depended on the location, and, there-

fore, they used all due care in making the selection. They examined a number of sites in and around the city, and at last negotiated for a lot of eighty-four acres, situated on the south side of the National Road and about half a mile east from the corporate limits of the town. It was secured on the most favorable terms, and if they had had all the property in the vicinity to choose from, they could not have selected a more eligible situation, or one surpassing it in beauty or adaptation to the purpose. Subsequently, thirty-six additional acres adjoining the former were purchased. The whole cost of this land was only six thousand dollars, but such has been the almost incredibly rapid rate at which the price of property in this vicinity has since risen, that it is estimated now to be worth, independent of improvements, fully sixty thousand dollars; and, should improvements in and about Indianapolis continue to progress as they have done during the last few years, the day is not far distant when it will be worth more than double that amount. When the purchase was first made the situation was looked upon as being in the country; but already the town has approached near our western border. It is a question, whether at some future day it may not be advisable to dispose of a portion of this land, say one hundred acres, and realize a permanent fund, with the proceeds of which to defray the current expenses of the Institution. That such a thing could be done, is altogether probable. The wisdom and forethought of the trustees in the selection are abundantly manifested. In whatsoever way this property may be managed, it is a noble patrimony, solemnly consecrated to the education of the deaf and dumb of this state.

After securing a site, the next thing which claimed the attention of the trustees was the erection of buildings. This matter began to press with increasing urgency upon their attention. The number of pupils increased so rapidly that it began to be very difficult to provide accommodations for them. The house at first rented soon proved too small and was given up, and one much more commodious secured. Shortly afterward these accommodations had to be supple-

mented by renting rooms wherever they could be had in the neighborhood. No funds for buildings had yet been provided. But, relying on the liberality of the state legislature, the trustees prepared their plans and estimates, and, laying them before that body, confidently asked for the requisite appropriations to enable them to begin the work. This was in December, 1846. In their report of that period they use the following language:

“We do not feel that it is necessary to say anything in the way of argument or animated appeal on this or any other part of the subject. The object contemplated in the founding of the Institution, is, doubtless, as dear to you as it is to us, and your past munificence toward it is an ample pledge for the future. In establishing an Institution for the education of the deaf and dumb, you have reflected great honor upon yourselves and upon the people whose wishes and interests you represent. You have given birth to an enterprise as purely benevolent as ever warmed the hearts or occupied the hands of mortal man. Providence thus far has signally smiled upon it, and everything in its present condition and prospects is calculated to make you regard it with livelier interest and urge it forward with an increasing liberality. Of appropriations made for the sustentation and enlargement of such institutions the people are never heard to complain. Nor will the recollection of having voted for such appropriations ever produce a pang of regret in the hearts of those who act as the people’s representatives.”

Owing to the low and embarrassed condition of the state treasury, a direct appropriation for this purpose was simply impossible. But the application was so far successful as to secure at the session of 1847–8, an increase in the assessment of the tax specifically for the asylum, sufficient to supply a revenue to cover this expense. This was the best that could be done in the circumstances, and, owing to the rapid increase in the value of taxable property throughout the state, proved in the end much better than what then would have been considered a very large direct appropriation from the treasury would have been. The only drawback in

the arrangement was that at least a year must elapse before funds would accrue under the law. The trustees, however, considered the necessities of the case so pressing that they ventured to assume the responsibility of borrowing money to enable them to begin the work at once and to carry it on without delay. This they generously did from time to time, as the case required, on their own individual responsibility; sometimes to a very large amount, and often at very great inconvenience to themselves and no little risk to their own credit. By this means they were enabled to begin the work immediately. In the spring and summer of 1848 the foundation was laid, and the undertaking pushed forward with all possible dispatch. So fortunate were they in all their contracts, that by the commencement of the session in 1850, the buildings were so far completed as to allow the school to be transferred to them from the city. This was a happy day to both officers and pupils. The buildings were by no means finished, but the accommodations they afforded were infinitely better than any they had ever before enjoyed in rented premises. All the improvements absolutely essential to comfort were soon completed. The improvement of the grounds, the stuccoing, the erection of verandas, the introduction of gas, and things of an ornamental nature, were left to be done as convenience and the state of the funds would admit. Some of these have been effected; others of them are still deferred. The main building is two hundred and fifty-six feet long by seventy-four feet in its greatest width, and consists of a central building, two lateral and two transverse wings. In the rear of the main building is an edifice one hundred and thirty-four by fifty-two feet in its greatest dimensions, and two stories high, designed and used for the chapel and recitation-rooms. There are ten large school-rooms, and the chapel will seat comfortably three hundred persons. But we will not enter into a detailed description of the buildings. This has been done in all the minutiae in the eighth annual report of the superintendent published in 1851, where any one who wishes can see it. Taken as a whole, the buildings are plain and substantial,

and are designed to accommodate two hundred pupils. Other institutions for the deaf and dumb have buildings which are more elegant and have cost more than this, but we know of none in the United States which are more completely adapted to the purpose.

The training of the pupils to habits of industry and to the practice of useful trades or occupations, has ever been considered by the trustees second in importance only to intellectual and moral culture. It has always been looked upon as an essential part of the plan of the Institution. With this end in view, the farm on which it is located was purchased. But besides this they have from the first had in contemplation the establishment of shops and the introduction of trades, and it is not because their importance was underrated that they were not long ago put in operation. While the school was kept in rented buildings in town, it was out of the question to carry out this intention with any reasonable hope of a favorable result; and for a considerable time after removing to the new buildings the improvement of the grounds and the completion of the various arrangements more immediately connected with the convenience and comfort of the school and household occupied so much of the attention of all concerned as to preclude, for the time being, the adoption of this measure. In these occupations, and in the chopping of wood—about four hundred cords a year—and in labors connected with the farm, the male pupils have found an abundance of profitable employment during the intervals of study. But most of the improvements mentioned above have been completed. The cultivation of the farm and garden will afford a very suitable business for a number of the boys; but the largest part of them, it has been intended from the first, should have the opportunity of acquiring a knowledge of some mechanical branch, by the practice of which they could support themselves after they leave the Institution. As early as the session of the legislature which met in 1851, an appropriation specifically for this purpose was made of \$3,500; and at the following session an additional sum of \$3,000. But for the reasons intimated above, the trustees were compelled

to delay the matter until recently. During last summer a commencement was made; a large cooper shop was erected and put in full operation at the beginning of this term. They intend to introduce other branches of business as fast as circumstances will justify or the necessities of the case shall seem to demand.

In concluding this hasty sketch we will only add, that the course of the Indiana Institution for the Deaf and Dumb has thus far been one of almost uninterrupted prosperity. But just having completed the formation period, there has not yet been time to gather the full fruits of the labors which have been expended. Very much of that which has been done has been in the nature of the case merely preparatory, but none the less difficult, and none the less important on that account. Still, great good has been accomplished already, not only in the provisions made for the future, but also in the actual and substantial benefits conferred upon the deaf and dumb. Nearly three hundred have been admitted to the privileges of the Asylum. One hundred and sixty of these have left, not to return; and although while they were here they were subjected to all the disadvantages of a new organization, yet the blessings conferred upon them are incalculably great. All of them have been more or less made acquainted with the truths of Christianity, and many of them brought to a practical knowledge of the Saviour. With very few exceptions they have been qualified for earning an independent support and for maintaining a respectable station in society. They have been rescued from darkness and ignorance and restored to light and knowledge and made happy and useful members of community. To have done this for so many is a great and glorious achievement, the fruits of which more than compensate for all the time and labor bestowed upon it. While we thus revert to the events of the past and contemplate the prosperity of the present, we are animated with hopes for the future of a still more widely extended usefulness in dispensing in greater measure the inestimable blessings of light and knowledge to this most deserving class of persons.

Catalogue of the Pupils of the Indiana Institution,

FROM ITS COMMENCEMENT IN 1843 TO NOVEMBER 1ST, 1853.

NAME.	RESIDENCE.			Time of Admission.	Native-ity.	Cause of deafness.	Deaf-mute relatives.	Time under instruction.	Remarks.
	Town.	County.	State.						
Alley, Enoch	Clifty,	Decatur,	Ind.	1853 14	Ind.	Fever at six years.	1 sis. & co.	Now a pupil.	Lost 1 eye, semi-mute.
Alley, Mary	Clifty,	Decatur,	Ind.	1851 16	Ind.	Fever at six years.	1 br. & co.	Now a pupil.	
Ammerman, John Wm.	Wintersville,	Decatur,	Ind.	1851 13	Ken.	Congenital.		Now a pupil.	Has no external ears, [semi-mute.
Anderson, Esther Ann	Spring Hill,	Decatur,	Ind.	Jan. 1851 9	Ind.	Spasms.		Now a pupil.	Blind of one eye.
Anderson, Martha	Lebanon,	Boone,	Ind.	1851 13	Ind.	Winter fever at 4 y's.		Now a pupil.	
Angell, Ann Eliza	Huntsville,	Madison,	Ala.	1853 17	Miss.	Cold & Inflam. at 2 y's.		Now a pupil.	
Appleton, Christopher	Wabash,	Wabash,	Ind.	1847 21		Congenital.		Eight mo's.	Drowned.
Arnett, Mary Elizabeth	Parkersburg.	Montgomery,	Ind.	1848 10	Ind.	Congenital.	Father.	2½ years.	
Arnot, John Mastin	Delphi,	Carroll,	Ind.	1852 11	Ind.	Congenital.	1 br. & sis.	Now a pupil.	
Arnot, Wm. Thomas	Delphi,	Carroll,	Ind.	1852 16	Ind.	Congenital.	1 br. & sis.	Now a pupil.	
Atkinson, David Gives	Delphi,	Carroll,	Ind.	1853 12	Ind.	Inflam. at one year.	Aunt & co.	Now a pupil.	Parents third cousins.
Bales, DeWitt Clinton	Highland,	Vermillion,	Ind.	1843 9	Ohio.	Unknown.		Five years.	Farmer.
Ball, Elizabeth	Evansville,	Vanderburgh,	Ind.	1851 15	Ind.	Inflam. at nine years.		Now a pupil.	Parents cousins.
Banks, Jesse	Pleasantville,	Jackson,	Ind.	1850 23		Unknown.		One year.	Farmer.
Banks, Nancy	Alexandria,	Madison,	Ind.	1851 21		Inflam. at five years.	A brother.	Now a pupil.	
Banks, Thomas	Alexandria,	Madison,	Ind.	1851 23		Inflam. at three years.	A sister.	1 year 8 mo.	Deformed and con-
Bannon, John Dickey	Woodbury,	Madison,	Ind.	1851 10		Scarlet fever.		Now a pupil.	sumptive; dead.
Barker, Eleazar	Indianola,	Warren,	Iowa,	1847 16	Ind.	Congenital.	A sister.	Now a pupil.	
Barker, Mary Jane	Indianola,	Warren,	Iowa,	1847 14	Ind.	Congenital.	A brother.	Four years.	
Belches, Mary St. Clair	Madison,	Jefferson,	Ind.	1848 23	Scotl.	Cold at 10½ years.		Now a pupil.	Semi-mute; near-sight-
Bennett, Harriet	Darlington,	Montgomery,	Ind.	Feb. 1853 37		Fever.		Now a pupil.	led; has a sis. blind.
Bischan, Peter	Evansville,	Vanderburgh,	Ind.	1847 12		Congenital.		Nine mo's.	Dead.
Bodel, Carl	America,	Wabash,	Ind.	1852 21	German.			Now a pupil.	Deformed.
Botkin, Elias	Michigan City,	St. Joseph,	Ind.	1850 13		Scarlet fever at 6 yrs.		Now a pupil.	
Bowes, Edwin Nathan	Marion,	Grant,	Ind.	1848 13		Intermittent fever.		13 months.	Printer.
Branson, W. Favorite	Delphi,	Carroll,	Ind.	1853 19		Inflam. at one year.		Now a pupil.	Parents second cousins.
Brookbank, Mary Ann	Connersville,	Fayette,	Ind.	1843 20		Measles.		2 y's. 8 mo's.	Married.
Brown, Lafayette	Warsaw,	Kosciusko,	Ind.	1847 23	Ala.	Unknown.		Five years.	Printer; semi-mute.
Brown, Wm. Wallace	Nicholsonville,	Putnam,	Ind.	1853 15	N. Y.	Congenital.	A br. dead;	Now a pupil.	Semi-mute. [cousins.
Bruner, Malinda	Pleasant,	Switzerland,	Ind.	1851 15	Ind.	Inflam. at four years.		Now a pupil.	Near-sighted; parents
Buchanan, Ellen				1849 17		Congenital.	A br. & sis.	Two years.	

Buchanan, Rachel	Pleasant,	Switzerland,	Ind.	1851/10	Congenital.	A br. & sis. Two sist'rs.	One year. 1 yr. & 5 mo.	Dead.
Buchanan, William	Pleasant,	Switzerland,	Ind.	1848/26	"		A few mo's.	Carpenter.
Burns, William	Liberty,	Union,	Ind.	1849/18	"			
Campbell, Wm. Henry	Saltillo,	Jasper,	Ind.	Mar. 1851/15	"		Now a pupil.	
Carper, Lydia	Indianapolis,	Marion,	Ind.	1848/10	"		Now a pupil.	
Clark, Robert Franklin	Constantine,	Saint Joseph,	Mich.	1851/8	Fever.		Now a pupil.	
Clem, Martha	Franklin,	Johnson,	Ind.	1847/18	Congenital.	One broth.	One year.	
Cole, Francis Marion	Roseville,	Parke,	"	1853/10	"	One broth.	Now a pupil.	
Cole, Joab Robert	"	"	"	1853/12	"	Two uncl's.	Six years.	Farmer.
Collins, John David	Morristown.	Shelby,	"	1847/10	Vomiting at 5 years.		Now a pupil.	
Compton, T. Jefferson	Elkhart,	Elkhart,	"	1846/14	Congenital.		Now a pupil.	
Conant, Louisa	Laporte,	Laporte,	"	1848/14	"		Now a pupil.	
Cooner, Thos. Jackson	Shelbyville.	Shelby,	"	1851/22	Unknown.	One cousin.	Two years.	Laborer.
Cooper, W. H. Harrison	Laconia,	Harrison,	"	1853/16	Scarlet fever at 9 yr's.		Now a pupil.	Semi-mute.
Coots, William, Jr.	Evansville.	Vanderburgh,	"	1845/13	Unknown at 1 year.		Seven years.	Farmer.
Covert, John D.	Bluffton.	Wells,	"	1848/14	Congenital.		2 yrs. 7 mo's.	Deformed and idiotic.
Cross, Eleista M.	Outlet,	Lake,	"	1852/9	"	2 br. & 1 sis.	Now a pupil.	Printer.
Crumpton, F. Ashury	Attica,	Fountain,	"	1845/12	Measles at 18 m'ths.		Six years.	
Curtis, Charles	Engene,	Vermilion.	"	1853/10	Group at one year.		Now a pupil.	
Dailey, Sarah	New Mt. Pleasant,	Jay,	"	1850/13	Congenital.		Six months.	
Dargahn, Ellen	Tippecanoe,	Tippecanoe,	"	1852/11	"	Uncle & br.	Now a pupil.	[months; farmer.
Davis, Garrard	Morristown.	Shelby,	"	1843/13	"		8 yr's 3 mo's.	Taught as monitor four
Day, Rachel	Auburn,	DeKalb,	"	1847/13	"		5 yr's 5 mo's.	Subject to fits.
Daywalt, Mary Ann	Port Mahon.	Huntington,	"	1845/18	Fever at two years.		Six years.	
Deal, Mary Ann	Lexington.	Scott,	"	1849/19	Scarlet fever at 2 yr's.		Now a pupil.	
Dean, Harry Knapp	Aurora,	Dearborn.	"	1852/8	Congenitive fever.	One sister.	Now a pupil.	
Deboy, Catharine	"	Wayne,	"	1848/14	Congenital.	" "	3 yr's 5 mo's.	
Dellman, John	"	"	"	1848/8	"	" "	3 yr's 5 mo's.	
Dillman, Sarah	Franklin.	Johnson,	"	1852/10	"	One broth.	Now a pupil.	
Dillman, Sarah	"	"	"	1852/13	"		3 1/2 years.	Deformed; died of con-
Dinsmore, Mary	Bloomington,	Monroe.	"	1848/10	Inflammation.		3 1/2 years.	[sumption.
Diver, William George	Milton.	Wayne.	"	1849/11	Congenital.	A brother.	1 yr 4 mo's.	
Duggins, Alexander	Oxford,	Benton.	"	1851/10	Cold at two years.	A brother.	Four m'ths.	Died at the Institution.
Duggins, Lemuel	"	"	"	1851/9	Spasms at four years.		Two years.	Married a deaf-mute.
Durbon, Hannah	Steele's,	Rush.	"	1846/23	Scarlet fever at 6 yr's.		Now a pupil.	
Edmister, Mary Abigail	Queensville,	Jennings,	"	1850/14	Congenital.		Now a pupil.	[year.
Ellis, Mary Jane	Clayton,	Hendricks,	"	1849/11	Scarlet fever at 3 yr's.	3 cous.	Now a pupil.	Semi-mute; taught care
Emery, Philip Alfred	Rainsville,	Warren,	"	1851/21	Congenital.	Br. & sis. &	Now a pupil.	Semi-mute.
Enochs, James Thomas	Bedford,	Lawrence,	"	1853/11	Congenital.	2 br. & 3 co.	Now a pupil.	
Enochs, Marietta	"	"	"	1850/13	"			

Catalogue of Pupils---Continued.

NAME.	RESIDENCE.			Time of admission.	Native-ity.	Cause of deafness.	Deaf-mute relatives.	Time under instruction.	Remarks.
	Town.	County.	State.						
Enochs, Wm. Garrard	Bedford,	Lawrence,	Ind.	1850 11	Ind.	Congenital.	A bro., sis. & [3 cons.	Now a pupil.	Semi-mute.
Farran, Jane	Dillsborough,	Dearborn,	"	1853 24	"	"	"	Now a pupil.	Farmer.
Fellows, Joseph	Burlington,	Carroll,	"	1846 17	"	"	"	Four years.	"
Ford, Eliza Jane	Jacksonville,	Decatur,	"	1849 10	Ind.	Sickness at 3 years.	"	Now a pupil.	"
Forwood, Eli	Martinsville,	Switzerland,	"	1851 25	"	Fever at two years.	"	Two years.	Idiotic.
Franklin, Davis	Fairfax,	Morgan,	"	1847 10	Ind.	Congenital.	A cousin.	Three years.	Farmer.
French, Wm. Manson	New Burlington,	Monroe,	"	1852 11	"	Dropsy at nine years.	A brother.	Now a pupil.	Married a deaf-mute.
Fuller, Elizabeth	"	Delaware,	"	1851 17	"	Cold.	A sister.	One year.	"
Fuller, Jacob	"	"	"	1851 11	"	"	"	"	"
Fulton, Comfort Jane	Orleans,	Orange,	"	1847 17	"	Congenital.	"	Six years.	Married a deaf-mute.
Galey, Rachel Malvina	Crawfordsville,	Montgomery,	"	1851 18	"	"	"	A few days.	"
Ganson, Abigail K.	Winamac,	Pulaski,	"	1853 12	Ohio.	"	"	Now a pupil.	"
Gentry, Charles	Brownsburg,	Hendricks,	"	1846 19	Tenn.	"	2 brothers.	Three years.	Farmer.
Gentry, Martin	"	"	"	1847 12	Ind.	"	"	Two years.	"
Gentry, William	"	"	"	1846 28	Tenn.	"	"	"	Farmer.
Gibbens, Fielden T.	Williamstown,	Clay,	"	1850 12	"	Inflammation.	"	Three years.	[a deaf-mute.
Gilmore, William	Vienna,	Rush,	"	1845 23	"	Congenital.	"	Five years.	Pump-maker; married
Golding, John A.	Alquina,	Fayette,	"	1849 28	"	Sickness at one year.	A brother.	1 yr. 6 mo's.	Farmer; semi-mute;
Golding, Peter B.	"	"	"	1849 21	"	Congenital.	"	Three years.	" [paralytic in h'ds.
Goodwin, Benton	Mill Grove,	Owen,	"	1849 11	Ind.	"	A sister.	Now a pupil.	"
Goodwin, Cribfield	Blue Ridge,	Shelby,	"	1851 10	"	"	2 brothers.	1 yr. 3 mo's.	"
Goodwin, James	"	"	"	1848 12	Ken.	"	"	Five years.	Farmer.
Goodwin, John Henry	"	"	"	1848 16	"	"	"	4 y's. 7 mo's.	"
Goodwin, Mary	Mill Grove,	Owen,	"	1849 10	Ind.	"	A brother.	Now a pupil.	"
Graham, Elisha James	Mount Auburn,	Shelby,	"	1849 12	Ken.	Fever at three years.	"	Now a pupil.	Parents cousins.
Grimes, Mary Ellen	Evansville,	Vanderburgh,	"	1848 17	"	Scarlet fever.	"	Three years.	Married a deaf-mute.
Hack, William	Rayssville,	Henry,	"	1853 10	Ind.	Fever at five years.	"	Now a pupil.	"
Hadley, Amos	Mooreville,	Morgan,	"	1847 12	"	Congenital.	A sister.	Now a pupil.	Parents 2d cousins.
Hadley, Susannah	"	"	"	1843 13	"	"	A brother.	Seven years.	"
Halsted, Amos	Manilla,	Rush,	"	1852 15	"	"	"	Now a pupil.	Ricketty. [cross-eyed.
Hanson, Elizabeth F. A.	Connorsville,	Fayette,	"	1843 17	Ind.	"	A brother.	7 y's 3 mo's.	[m. deaf-mute; died.
Hanson, Mart. Marshall	"	"	"	1845 16	"	— at 16 months.	A sister.	Four years.	Teacher in La. Asy'm;
Hartman, Rebecca	Northfield,	Boone,	"	1845 16	"	Whoop. c'gh at 10 m.	"	Six years.	Married a deaf-mute.
Harvey, Jacob	Mount Auburn,	Shelby,	"	1852 12	Ind.	Fever at four years.	"	Now a pupil.	"
Hatton, Elizabeth	Indianapolis,	Marion,	"	1843 12	"	Congenital.	A sis. & bro.	Eight years.	Married a deaf-mute.
Hatton, Mary Jane	"	"	"	1843 19	"	"	"	Eight years.	"

Hatton, Richard H.	Indianapolis,	Ind.	1845 8	Congenital.	Two sisters.	Six years.	Laborer.
Herick, Stephen H.	Winterville,	"	1852 10	Cold at one year.		Now a pupil.	
Holkins, Margaret Ellen	Lawrenceburg,	"	1844 12	Measles at two years.		6 y's. 7 m's.	Married.
Hopkins, Robert Finley	Prairieton,	"	1846 12	Congenital.		Seven years.	
Horn, Isaac William	Spartansburg,	"	1844 23	Unknown.		Two years.	Dead.
Hotehiss, Jane	Pleasant,	"	1850 12	Dropsy in the head.		One month.	Idiotic.
Howe, Reuben Harrison	Laketon,	"	1851 10	Scarlet fever at 2 y'rs.		Now a pupil.	
Hull, Emeline E.	Clinton,	"	1848 20	Glass in the ears at 2		Five years.	
Hunt, Judith	Hillsborough,	"	1852 25	Congenital.		Now a pupil.	
Hurst, Spear	Elizabethtown,	"	1850 18	"		1 y'r. 2 m's.	
Hushaw, Benjamin	Attica,	"	1851 10	Fits at two years.		Now a pupil.	Farmer.
Inel, Andrew J.	Yellow Springs,	"	1845 17	Congenital.		Three years.	
Inman, Marcel Roswell	Haysville,	"	1851 18	Inflamma. at 1 year.		Now a pupil.	
Jackson, George	Mount Sterling,	"	1851 31	Cold.		Two years.	A cousin blind; semi-
Jennings, George W.	Eden,	"	1851 13	Congenital.		One year.	[mute; laborer.
Jessup, Lydia	Spring Valley,	"	1852 11	Inflammation.		Two m'nths.	Idiotic.
Jones, Elizabeth	Rising Sun,	"	1847 21	" at 18 mo's.		Two years.	
Kepner, Andrew	Cole Creek,	"	1846 9	Congenital.		Seven years.	Married a deaf-mute.
Kepner, Gideon	"	"	1846 17	"		Five years.	
Kingsbury, Elizabeth	Evansville,	"	1853 14	Sickness at 2 years.		Now a pupil.	
Kingsbury, William	"	"	1849 18	A fall at 2½ years.		Four years.	Laborer.
Kiser, David	West Point,	"	1845 25	Scarlet fev. at 14 mo's.		Now a pupil.	
Knibbs, Mary Ann	Corydon,	"	1853 13	Inflammation.		Now a pupil.	
Kreip, Jacob	N'th Manchester,	"	1851 9	Scarlet fever.		Y'r & a half.	Hare-lipped.
Lampkins, Catharine	Bloomington,	"	1851 10	Congenital.		Three years.	Monitor in Ind. Inst.
Lattin, James Stewart	Lebanon,	"	1850 22	"		"	Stonemason.
Lawson, John Henry	Greensburg,	"	1848 19	"		"	Basket-maker.
Leake, T. Thompson	Howard,	"	1850 18	"		Two years.	Shoe-maker.
Leake, Walter M.	"	"	1850 26	"		Now a pupil.	Dead.
Leap, Norman	Bennington,	"	1846 14	Scarlet fever at 1 y'r.		One year.	
Lee, John McQueen	Columbus,	"	1848 10	" at 18 m's.		1 y'r. 5 mo's.	
Lee, Mary Jane	Barth's new,	"	1846 17	Congenital.		3 y'rs. 5 m's.	Farmer; married a
Lee, William	"	"	1844 17	"		Now a pupil.	[deaf-mute.
Lewark, Mary Ann	Perkinsville,	"	1850 11	Sickness at 3 years.		Four years.	Married.
Lighner, Elizabeth	Lawrenceburg,	"	1847 11	Fever at one year.		5 y'r's. 7 m's.	
Livings, Maria	Union Mills,	"	1845 18	Sickness.		Now a pupil.	
Loving, Josh. Cuffman	Laporte,	"	1851 11	Inflamma. at 1 year.		Five years.	Arm withered by palsy;
Loyd, James	Paoli,	"	1846 18	Congenital.		Seven mo's.	[farmer.
McCahill, Rachel	Orange,	"	1851 29	"		"	
McCahill, William	Fountain,	"	1851 15	"		"	

Catalogue of Pupils---Continued.

NAME.	RESIDENCE.			Time of admission.	Native-ity.	Cause of deafness.	Deaf-mute relatives.	Time under instruction.	Remarks.
	Town.	County.	State.						
McCarter, Cyrus	Milroy,	Rush,	Ind.	1845 18	Ind.	Scarlet fever at 6 y'rs.		6 yr's 3 m's.	Consumptive.
McCollum, John	Mount Pisgah,	Lagrange,	"	1848 15		Congenital.		3 months.	Dead.
McCrav, Peter	Knightsstown,	Henry,	"	1853 9		"		Now a pupil.	Shoemaker.
McFarland, James	Peru,	Miami,	"	1847 17	Va.			Six years.	Farmer.
McIntyre, Proctor	Clark Hill,	Tippecanoe,	"	1847 25		Unknown.		A few weeks.	Parents cousins.
McKim, Margaret	Madison,	Jefferson,	"	1852 9	Ind.	Congenital.		Now a pupil.	Widow of a deaf-mute.
McLean, Prialla	Cole Creek,	Fountain,	"	1849 25		"	A bro. & sis.	Now a pupil.	
McQueen, Miranda J.	Wolcott's Mills,	Noble,	"	1853 11		Inflamma. at 4 years.	2 brothers.	Now a pupil.	
Maddox, Mary Jane	Parkersburg,	Montgomery,	"	1847 13		Congenital.		Four years.	Married a deaf-mute.
Maddux, Sarah Frances	Frankfort,	Clinton,	"	1852 13		Cold at two years.		Now a pupil.	Parents cousins.
Mann, Austin Ward	Middletown,	Henry,	"	1850 10	Ind.	Scarlet fev. at 5½ y'rs.		Now a pupil.	Semi-mute.
Mansfield, George B.	Luray,	"	"	1846 21		Congenital.	A bro. & sis.	4 y'rs 3 m's.	Shoemaker; died in [California.
Mansfield, John F.	"	"	"	1846 23		"	"	"	"
Mansfield, Margaret	Steele's,	Rush,	"	1846 21		"	2 brothers.	Two years.	Farmer; dead.
Marks, Alexander	"	"	"	1847 17		"		One year.	Deformed hand.
Martin, Joseph L.	Monoquet,	Kosciusko,	"	1845 19		"	A sister.	Three years.	
Martin, Mahala	"	"	"	1846 34		"	A brother.	One year.	[blind.
Martin, Samuel	Winchester,	Randolph,	"	1852 21	Ohio.			Now a pupil.	Semi-mute; has a sister
Mather, Nathanael	Crittenden,	Howard,	"	1853 13		Inflamma. at 18 mo's.		Now a pupil.	" weak intellect.
Medaris, John	Centreville,	Wayne,	"	1845 12		Congenital.		Six years.	Carpenter.
McHARRY, Allen Wiley	Pleasant Hill,	Montgomery,	"	1847 11	Ind.	"		Now a pupil.	
Messler, Rosetta	Goshen,	Elkhart,	"	1848 11	"	"		Now a pupil.	
Michael, Lucinda	Frankfort,	Clinton,	"	1849 12		"		Four years.	
Michael, Nelson	"	"	"	1849 15		"	A brother.	"	Weak sight; died of [consumption.
Miller, Ellen	New Harmony,	Posey,	"	1847 12		"	A sister.	"	Parents cousins.
Miller, Jefferson W.	Harrison,	Delaware,	"	1852 11	Ind.	— at 2 years.	A brother.	Six years.	
Miller, Joseph	West York,	St. Joseph,	"	1846 16	Ohio.	Fever at five years.		Now a pupil.	
Mills, Noah	N'th Manchester,	Wabash,	"	1852 10		Congenital.		Now a pupil.	
Millsaps, Henry	Leesville,	Lawrence,	"	1849 15	Ind.	"		Now a pupil.	
Minich, Daniel	Logansport,	Cass,	"	1852 12		"		Now a pupil.	
Minnis, George H.	Princeton,	Gibson,	"	1851 19		"		Now a pupil.	Idiotic; died in the In-
Mitchell, Thos. Daniel	Polk Run,	Clark,	"	1853 15	Ind.	"		7 months.	Wagon-maker.
Moore, John Roe	Crawfordsville,	Montgomery,	"	1848 10		Not deaf.		Two years.	
Moore, John William	Martinsville,	Morgan,	"	1853 13		Scarlet fev. at 4 y'rs.	A sister & a [cousin.	Now a pupil.	
Morrow, L. Alexander	Hamilton,	Butler,	Ohio.	1853 16	Ohio.	Congenital. Typhoid fever at 11		Now a pupil.	Semi-mute.
Murray, Sarah	Metamora,	Franklin,	Ind.	1852 16	Ind.	Inflamma. at 3 years.		Now a pupil.	

Nicoles, Peter Noel	Penn.	Ind.	1849 11	Ohio.	Scarlet fever at 7 y'rs.	Now a pupil.	
Nordyke, B. Robert	Reynolds,	Ind.	1846 11	Ind.	" " at 6 y'rs.	[semi-mutes.	Now a pupil.
Norris, Andrew Jackson	Memphis,	Tenn.	1853 11	Ala.	Fever at one year.	2 bro. & sis.	Now a pupil.
Norris, Frances Mahala	"	"	1853 16	"	Congenital.	2 brothers.	Now a pupil.
Norris, N. Lycurgus	"	"	1853 13	"	"	A bro. & sis.	Semi-mute.
Orehard, Marcellus A.	Bloomington,	Ind.	1850 10	Ind.	"	A sister.	"
Orehard, Mary Eliza	"	"	1843 14	Ky.	"	2 brothers.	Irregular in attendance.
Osborn, Louisa Wilson	Broad Ripple,	"	1843 23	"	Swelling in the neck.	2 cousins.	Irregular in attendance.
Osgood, Orlando	Lawrenceburgh,	"	1845 14	"	A fall at three years.	Now a pupil.	Farmer; married a deaf-mute.
Owens, Joseph	Westport,	"	1851 14	"	Scarlet fever.	Two sisters.	Farmer; married a deaf-mute.
Owens, Margaret	Pleasant,	"	1848 11	Ind.	Congenital.	"	Farmer; married a deaf-mute.
Owens, Mary Ann	"	"	1843 10	Pa.	"	6 y's & 6 m's.	Married a deaf-mute.
Parker, George	Kokomo,	"	1852 10	"	Sickness.	Now a pupil.	Married a deaf-mute.
Parkier, Zerubbabel	Roseville,	"	1852 11	Ind.	Congenital.	Now a pupil.	Deformed.
Parrish, Allen W.	Beech Grove,	"	1850 20	"	Inflamma. at 1 year.	A br., father a week.	Deformed.
Parrish, William	"	"	1850 14	"	Congenital.	partially d.f.	Deformed.
Perigo, Mary	Graysville,	"	1851 24	"	"	Now a pupil.	Deformed.
Peter, Mary Jane	Sullivan,	"	1849 23	"	"	Now a pupil.	Deformed.
Pointon, Mary Ann	Laporte,	"	1853 15	"	"	Now a pupil.	Deformed.
Pool, Ruth	Clinton,	"	1848 16	"	Cold at two years.	Now a pupil.	Deformed.
Rader, Abraham	Henry,	"	1851 11	"	Not deaf.	Four years.	Deformed.
Reddington, William	Hamilton,	"	1847 19	"	Congenital.	Five years.	Deformed.
Reede, Charles Guttle	Union,	"	1852 24	N. C.	"	Five m'ths.	Deformed.
Ringle, Lewis	Brothersville,	"	1846 24	"	"	One year.	Deformed.
Ringle, Rebecca	"	"	1847 16	"	Cold at two years.	Three years.	Deformed.
Ritchey, L. Adeline	Mount Pleasant,	"	1850 19	Ind.	Congenital.	A sister.	Deformed.
Roberts, Mahlon C.	Wabash,	"	1850 12	"	"	2 bro. & 3 co.	Deformed.
Rolfe, Henry Elias	Indianapolis,	"	1845 14	Vt.	Not deaf.	Now a pupil.	Deformed.
Rolland, Alexander	Napoleon,	"	1850 12	"	Scarlet fever at 5 y'rs.	4 y's 6 mo's.	Deformed.
Romine, William	Muncie,	"	1847 28	"	Congenital.	One month.	Deformed.
Russell, Palmer Patrick	Pendleton,	"	1851 9	Ind.	"	Now a pupil.	Deformed.
Sampson, F. Marion	Wabash,	"	1852 12	Ind.	Congenital.	2 y's 6 mo's.	Deformed.
Sams, Barton	Ripley,	"	1848 25	"	"	Now a pupil.	Deformed.
Sanborn, Daniel W.	Versailles,	"	1848 23	"	"	2 y's 6 mo's.	Deformed.
Schoolfield, G. Thomas	Monrovia,	"	1853 12	Ky.	"	Now a pupil.	Deformed.
Searl, Robert William	Foster,	Ky.	1852 17	Ohio.	Scarlet fever at 2½ yrs.	1 y'r 3½ m's.	Deformed.
Sebring, James	Wilmingon,	Ohio.	1848 15	"	Fever.	Now a pupil.	Deformed.
Sebring, Sarah Ann	Fort Wayne,	Ind.	1851 11	"	Inflammation.	Two years.	Deformed.
Seagraves, James	"	"	1853 14	"	Scarlet fev. at 9 mo's.	A sister.	Deformed.
Senior, John W.	Carrollton,	"	1848 10	"	Black tongue at 6 y'rs.	A brother.	Deformed.
	Jefferson,	"		"			

Catalogue of Pupils---Continued.

NAME.	RESIDENCE.			Time of admission.	Age.	Nativity.	Cause of deafness.	Deaf-mute relatives.	Time under instruction.	Remarks.
	Town.	County.	State.							
Shafer, Charles	Brothersville,	Marshall,	Ind.	1848	21		Congenital.		One year.	Married; farmer.
Sharpe, Eliza	"	Miami,	"	1850	28		"		One year.	Dead.
Slimer, Clinton	Windsor,	Randolph,	"	1848	19		"	A sister.	3 y's 7 mo's.	Turner and painter;
Shimer, Sarah	"	"	"	1848	22		"	A brother.	Three years.	[married a deaf-mute.
Shirts, Hiram G.	"	"	"	1849	13		"		Two years.	
Simmons, Timothy	Vernon,	Hamilton,	"	1846	18		— at 2 years.		Five years.	Laborer.
Simpson, James	Salem,	Jennings,	"	1848	7		Fever.		One year.	
Skiles, John William	Washington,	Washington,	"	1848	12		Sickness, 3 y's 10 mo.		Three years.	One-eyed.
Smith, C. Elizabeth	South Bend,	St. Joseph,	"	1848	10		Congenital.		Now a pupil.	
Smith, John	Floyd,	Hancock,	"	1853	24	Ky.	Scarlet fev. at 18 m's.	A sister partially deaf.	Now a pupil.	Semi-mute.
Smith, Jonathan	Greenfield,	Monroe,	"	1846	21		Congenital.	2 bro. dead.	1 y'r 9 mo's.	Farmer; married.
Smith, Mary Harriet	Bloomington,	Johnson,	"	1850	14	Ind.	"		Now a pupil.	Parents cousins.
Snider, Isabella	Greenwood,	Tippecanoe,	"	1852	14	Ohio.	Winter fever at 5 y's.		Now a pupil.	
Snider, William	Battle Ground,	Franklin,	"	1846	20		Congenital.		One year.	Idiotic.
Spears, Ann	Bath,	Marion,	"	1852	14	Switz.	"		Now a pupil.	
Steiner, Daniel	Indianapolis,	Vanderburgh,	"	1847	12		Chills at 3 months.		Part of sess.	
Stoner, Joseph	Evansville,	Vanderburgh,	"	1852	10		Fever.	A brother.	Now a pupil.	
Stroud, Joseph	P. O., Henderson,	Vanderburgh,	"	1852	10		Congenital.		Now a pupil.	
Stubbs, John	Kewana,	Fulton,	"	1852	12		"	2 bro. & sis.	Now a pupil.	Parents cousins.
Stultz, Emmanuel	Eagle Village,	Hamilton,	"	1848	10	Ind.	"	"	Now a pupil.	"
Stultz, John Henry	"	"	"	1847	14	"	"	3 bro. father and uncle.	3 y's 7 mo's.	Farmer.
Surber, Andr'w Jackson	Indianapolis,	Marion,	"	1846	9	"	"		Five years.	"
Surber, Joseph	"	"	"	1846	12		Mumps at two years.		Three years.	Married a deaf-mute.
Swartz, Michael	New Albany,	Floyd,	"	1847	23		Fever at 18 months.		Three years.	Near-sighted; porter.
Talbert, Mary	Westfield,	Hamilton,	"	1845	27		Scarlet fever at 6 y's.		Six years.	Died at the Institution.
Tanner, Asher	Spencersville,	De Kalb,	"	1847	19	Ohio.	Unknown.		2 y's 7½ m's.	Laborer.
Terrell, James Henry	Columbus,	Barthol'mew,	"	1844	15		Congenital.		Four years.	
Tharp, Henry	Indianapolis,	Marion,	"	1843	20		"		Now a pupil.	
Thomas, Eleanora	Princeton,	Gibson,	"	1851	18	Ind.	Scrofula at 8 years.		1 y'r 5 mo's.	Farmer.
Tiffany, Henry Milton	Crawfordsville,	Montgomery,	"	1849	13		Scarlet fev. in infancy.	[2 cous.	Now a pupil.	[wen on the neck.
Tusing, Hannah	Warsaw,	Kosciusko,	"	1851	9		Sickness at 2 years.	Bro. & sis.	Eight years.	Farmer; has a large
Underwood, A. George	Morgan,	"	"	1845	17	Ky.	— at 18 mo's.	"	Eight years.	Laborer.
Underwood, Elias Royal	Wargantown,	"	"	1845	15	Ky.	Winter fever.		Now-a pupil.	
Van Arsdol, William	New Burlington,	Delaware,	"	1847	38		Congenital.	Bro. & a sis.	3 y's 7 m's.	Died at the Institution.
Vanderpool, Elizabeth	Paoli,	Orange,	"	1843	13	Ind.	"	A sister.	Eight years.	
Vest, Mary Elizabeth	Indianapolis,	Marion,	"	1852	11	Ind.	Fever.		Now a pupil.	
Virgil, Flora	Bristol,	Elkhart,	"	1852	11	Ind.				

Voris, Cynthia	Pleasant,	Switzerland,	Ind.	1851 21		Scarlet fever at 8 y'rs.		9 months.	Semi-mute; died at the
Vought, Lucy Ann	Leonidas,	St. Joseph,	Mich.	1853 8		Congenital.		Now a pupil.	[institution.
Wall, Cal. Washington	"	Clinton,	Ind.	1844 23		— at 2 years.	Bro. & 2 sis.	7 years.	Farm'r; mar. d'f-mute.
Wall, Luther Franklin	"	"	"	1843 19	Ky.	Congenital.	"	4 y's 6 mo's.	"
Ward, William	Liberty,	Union,	"	1847 16	Ind.	Scarlet fever at 1 year.		4 y's 3 mo's.	Carriage-maker.
Warner, Adam	Evansville,	Vanderburgh,	"	1851 10		"		Now a pupil.	
Watkins, C. Maria	Hartford,	Blackford,	"	1851 15	Germ.	Congenital.		Now a pupil.	Parents same name.
Way, Huldah Ozbun	Mount Pleasant,	Marion,	"	1851 10	Ind.	"		Now a pupil.	Subject to fits.
Way, William	Lafayette City,	New Orleans,	La.	1849 14	La.	Unknown.		3 y's 1½ mo.	Fanner; married a
Weaver, Sylvester	Orleans,	Orange,	Ind.	1847 22	Ind.	Fever at two years.		5 years.	[deaf-mute.
White, Elizabeth Ann	Annapolis,	Parke,	"	1851 13	"	Congenital.		Now a pupil.	
White, Granville K.	Door Village,	Laporte,	"	1851 10	"	Erysipelas at 3 years.		Now a pupil.	
White, Lydia Lavinia	Mill Grove,	Owen,	"	1850 13		Inflamma. at 2 years.	2 brothers.	Now a pupil.	
Wickersham, John G.	Vincennes,	Knox,	"	1851 22	Ohio.	Sickness at 12 years.		Now a pupil.	Semi-mute; deformed.
Wilkinson, Charlotte	Monroe,	Tippecanoe,	"	1845 19		Measles.		6 years.	Farmer; mar. d'f-m'te.
Williams, Joseph C.	Bowling Green,	Clay,	"	1851 31		Congenital.		2 years.	Parents cousins.
Williams, M. Ellen	Princeton,	Gibson,	"	1851 13		Scarlet fever at 7 y'rs.		Now a pupil.	
Wilson, George	Indianapolis,	Marion,	"	1853 17	Wales	Fits at four years.		Now a pupil.	Near-sighted.
Wilson, Henry	Wilson's Station,	Clinton,	Ohio.	1853 18	Ohio.	Scarlet fev. at 18 m's.		3 months.	Consumptive.
Wilson, Isaac Pitman	Lafayette,	Tippecanoe,	Ind.	1843 9		Congenital.		5 years.	Subject to fits.
Winings, Abram	Sharpe's Mills,	Harrison,	"	1850 14	Ohio.	Typhus fever.	An uncle.	Now a pupil.	Parents cousins.
Wolf, William	Rising Sun,	Ohio,	"	1847 21		Congenital.		4 years.	Fanner.
Wolverton, Edward	Oak Forest,	Franklin,	"	1846 11		"		3 years.	
Woods, D. Washington	Vincennes,	Knox,	"	1845 10		A fall at nine years.		4 y's 3 mo's.	Semi-mute; insurance
Woodward, M. Melissa	Martinsville,	Morgan,	"	1853 13		Sickness at nine y'rs.		Now a pupil.	[clerk.
Wright, Eliza	Greensburg,	Decatur,	"	1850 10		Scarlet fev. at 2½ y'rs.		Now a pupil.	
Young, William Mercer	Frankfort,	Clinton,	"	1852 11		" at 3 y'rs.		Now a pupil.	
	Princeton,	Gibson,	"	1851 12	Ind.	Fever at two years.		Now a pupil.	

MALES, 183

FEMALES, 104

TOTAL, 287

"THE EXPERIMENT EXPLAINED."

IMPORTANCE OF PRECEDING EXAMPLES.

BY J. A. JACOBS.

IN the last number of the *ANNALS*, Mr. Burnet has explained his "experiment;" but I must confess, with all respect, that the explanation has not made the matter clearer to my mind, and if anything, has only rendered his position more obscure. Mr. Burnet affirms, "that written words can be retained in the memory of a deaf mute, though not associated with any signs or even with any ideas." Unquestionably they may be. He further asks in confirmation of this position, which needed none, if I have not "been applied to, by many of my pupils, for the explanation of words and phrases which they had committed to memory for the express purpose of asking their meaning, and which of course, they could remember and repeat without associating them either with signs or even with ideas?" I reply that I have, every day of my life. Suppose the word to be *elephant*. Suppose the pupil to have seen the animal. By significant signs I recall the image or idea of the animal to his mind. He recognizes it and the written name and idea are firmly fixed in his understanding and memory. When he sees the word henceforth, he will either think of the animal itself—that is, the *thing*—or most probably, he will think of the sign by which it was recalled, and which he and his teacher both afterward use when the animal is spoken of. But suppose the word memorized and whose meaning is asked of me by the pupil, be *government*. I can not show the meaning of this word to him by any visible object or objects, or by a picture, nor can I recall the idea by signs. A new and unknown idea must be conveyed to him by signs. When the idea is received and understood, a methodical, *i. e.*, a significant sign, naturally embodying the series of explanatory signs used, as the spoken word would the series of explanatory words given to a hearing child, and representing the idea conveyed,

is then given and established between the pupil and teacher for the word *government*. Now I ask, whenever he sees or thinks of this written word, is not the methodical sign as naturally and necessarily, neither more nor less, connected with the written word, as the articulate sound or word *government* is with the same written word in the mind of the speaking child? Are not the cases the same? Mr. Burnet admits that speaking persons think by the intermediation of "the articulation corresponding to each written word," repeated, either "aloud or mentally." The speaking child receives the meaning of written words through or by articulations; it is admitted that the latter are necessarily intermediate to thought for him in reading written words. If so, has the deaf-mute child a greater mental power of abstraction than the speaking child? The latter can not dismiss the articulate word by which he received the meaning of the written word; the former, Mr. Burnet holds, can dismiss the significant sign by which he received the meaning. How, I can not see. He had no idea of what government was previous to the explanation in signs; his mind had never soared to such an idea; its elements in their simplest forms, hardly existed in his understanding. The idea has been awakened and fixed in his mind by the skillful use of gesticulatory language, a significant sign-word—not a "word-sign"—if I may so call it, has been established, not to recall the word merely, but the idea, which it does not merely recall, but most significantly expresses. The articulate word can not be dismissed from the mind of the speaking child, but the sign-word can, from the mind of the non-speaking child, and he acquires the unnatural and almost miraculous power of thinking in written words alone, altogether dissociated from signs, natural or methodical. They become to him the instruments and objects of thought, but can not be to the speaking child, not even to the greatest philosopher. I repeat, how, I can not see. It is a well known principle of mental philosophy, that the most ordinary associations, even if arbitrary, remain firmly established in the mind. How then can such an association as that between a written

word and the signs by which it has been explained and understood, be ever laid aside?

As to the comparative rapidity with which mutes educated by methodical signs would read, I can not think that if their inferiority in this regard to speaking persons, were clearly established, it would lie with material force against my "theory." If mutes can be taught to arrange their ideas upon that theory more in accordance with the order of spoken language, this would be an abundant compensation for comparative slowness in apprehending the ideas. But I have no doubt that all who try the "experiment," will find that a mute who as perfectly comprehends a sentence or paragraph, reading it by methodical signs, as the speaking person, will read it with equal rapidity. Indeed he ought to do so more rapidly if possible. The articulate words are mere arbitrary signs—the sign-words significant indications of the ideas, and ought more rapidly to be read and understood, when perfectly familiar, than articulated words. I would undertake for every sentence read with less speed by a mute, to find an imperfectly educated speaking person who should read it still more slowly.

Whether deaf mutes can be taught, as a general thing, to use written language as an instrument of thought, keeping all signs in abeyance, is a matter of no small importance; because so far as this opinion is entertained, it will depreciate the use of methodical signs. Whatever may be abstractly possible in a few instances, it is still unquestionably true in my judgment and according to my observation, that, as Mr. Turner says in his article "on the teaching of Grammar," in the "Proceedings" of the late convention at Columbus, "the deaf and dumb think by signs or images, between which and the form of words there is no correspondence." This important fact being established, the disuse of natural signs—signs following the vernacular order of the deaf and dumb, and the substitution of methodical signs—natural and significant signs, following the order of spoken and written language, would seem rationally to follow.

To a successful substitution of methodical signs and dis-

use of natural signs, it is necessary that all the difficult words and idioms of a lesson should be selected and explained fully by *preceding* illustrations, and that these illustrations should themselves contain no word with which the pupil is not familiarly acquainted, and which itself would require to be illustrated. By this process, the pupil is prepared to comprehend the meaning of a large part of the lesson when presented by dactylogy. The remainder may be successfully taught, for the most part, by methodical signs. I invite the skeptical to make the trial fully and fairly.

As to the statement that I have "succeeded remarkably well by using methodical signs, according to the testimony of Mr. Brown," I am constrained to confess that according to my own judgment, Mr. Brown has done me injustice, and that my comparative success is greatly less than his estimate; at least so I am painfully forced to feel, forming my judgment by the principal test I have now for many years employed, that is, a comparison of the attainments of our best pupils with the published compositions in the annual reports of other institutions. The comparison is greatly to our disadvantage. While, therefore, I can not claim any superior success to others, yet I am strongly inclined to think that my "theory," in more skillful hands, would be productive of results greater than have yet been obtained—not in conveying a greater amount of knowledge to the mind of the pupil, but in enabling him to express better his knowledge and thoughts in the order of written or spoken language. His vernacular language is, unquestionably, when reduced to written language, a perfect "jargon." To enable him to think and write in the collocations of our language, is the great object of his education, and to attain this, his vernacular ought to be laid aside. You will still have abundant use for it; this is deeply to be regretted, but is unavoidable in conveying ideas of knowledge to him, when the language is an inferior object of instruction.

To return to the subject of mutes thinking in written language; if it be practicable and desirable, signs must be wholly disused, both natural and methodical, and some mode

must be discovered of conveying ideas and language to them without their intervention at all. Even definitions in written language would not do, for they would think in the definitions. For example, if I define *beautiful* by very pretty or handsome, they will only do, as even the speaking child does for a long time who is learning a foreign language; think of the definition when the word is presented, and if that definition has been taught to the mute by signs, he will still think in the signs; they will come into the mind with the written word; such an association is indelible.

To refer again to the comparative rapidity of thinking and reading in methodical signs and in written words, can there be any doubt that a mute can read faster in significant signs associated with the words, than in arbitrary and numerous characters abstractly associated with the ideas, if that were possible? There must be to the human mind some medium of thought; it does not, it can not have ideas without some intermediation, the instrument and embodiment of thought. There are only four conceivable, thoughts in the things themselves, in articulate words, in signs and in the written words. Thinking in the things and actions themselves must be very limited, it can not reach into the invisible or abstract. When we would go beyond "this visible diurnal sphere," we must have the means of sustaining our flight, some support to intellection. Now imagine a deaf mute penetrating the world of immaterial and abstract thought by the simple aid of written characters; imagine him tracing laboriously the mental impressions of these characters, combined into what we call words, but which have no verbal existence for him, arranging and pursuing them in the order of spoken language and endeavoring in them and by them to embody his thoughts and give them "a local habitation and a name," can anything be conceived of, more unnatural, more slow, more cumbersome—

"That like a wounded snake, drags its slow length along?"

THE NATIONAL COLLEGE FOR MUTES.

BY JOHN CARLIN.

THE human mind is one of the most precious of all things with which man is endowed by his Maker. Its mysterious nature has through all ages been studied and explored by hosts of philosophers. It has been the grand theme of theoretical and hypothetical speculations—whether it be a pneumatic substance, either identical with or perfectly independent of the soul—whether it be, as the Materialists have professed to believe, nothing but an effect of the organic nerves—whether its conceptions be always *a priori*, as Plato, Kant and others asserted, or *a posteriori*, as Aristotle and others maintained—whether, as certain learned phrenologists have affirmed, its consciousness of anything whatever, be operated upon by the separate functions of the intellectual, sentimental and physical cerebral organs, each of them being an independent prerogative, imbedded in the inner cavities of the cranium. New theories, original and eclectic, will be forged by future philosophers from materials yet unknown to us; and, though we ourselves may not live to derive pleasure from the desired knowledge of these yet hidden ores of the mental mines, we may, with possible safety, express a belief that the question now at issue will, by theoremic truths elicited from metaphysical investigations, be settled to the perfect satisfaction of all future generations.

Without allowing ourselves to wander through the maze of that dry science, we can with pleasure and profit contemplate the brilliancy of mind of a Demosthenes, a Cicero, a Burke or a Webster; the profundity of mind of a Plato, an Aristotle, a Bacon, a Newton, a La Place or a Kant; the magnificence of imagination of a Homer, a Shakespeare, a Cervantes or a Walter Scott; or the vastness and splendor of genius of a Napoleon, which, meteor-like, flashed through the political sky, passed over the trembling potentates of Europe, and descended to a distant rock, retaining to the last its wonderful effulgence.

Taking in consideration the great variety of minds, arising from the physical formation of the brain, and the effects of climate, disease, parental negligence, etc., it would be at variance with the logical principles of physiology, to suppose that *all* speaking and hearing persons have minds equally capable of superior culture, or that *all* the minds of the deaf and dumb are incapable of higher training. Yet, though there can be found no difference between speaking persons or deaf mutes, of the higher class, in imagination, strength of mind, depth of thought and quickness of perception, it can not be denied, however repugnant it may be to our feelings, that the deaf mutes have no finished scholars of their own to boast of, while the speaking community present to our mental vision an imposing array of scholars; as the two Websters, Irving, Prescott, Anthon, Maury, Mott and other Americans known in the literary and scientific worlds, besides the host of learned men of Europe. How is this discrepancy accounted for, seeing that the minds of the most promising mutes are eminently susceptible of intellectual polish? Does it not show that there must be in existence certain latent causes of their being thrown in the shade? Is it not within the range of our researches to solve the mystery in which they are enveloped?

There are in the great deaf-mute family several graduates, whose intellectual soil, being but partially cultivated at the institutions, by reason of their limited term of pupilage, has returned to its *statu quo*; and the germs of knowledge, notwithstanding the favorable signs which they once gave of healthy vegetation, have in some cases withered away, and in others made but little progress toward maturity, which we may with propriety attribute to the baneful effects of their incessant toil in trades detrimental to their superior minds. Respecting certain persons of this same class, they have, since their discharge from school, succeeded in making respectable scholars, and that without their having ever been under the proper and practical husbandry of experienced preceptors. Indeed their great successful efforts in obtaining

the object of their longings, under such adverse circumstances, are a striking illustration of the excellent maxim :

“ *Perseverantia vincit omnia.* ”

It must, however, be borne in mind, that they are few in number, and that they have come far short of the mark—the front rank of the learned—toward which their hearts have long been yearning. Why have they come short of the point which the speaking scholars have gained, even without such efforts as the former have made in their undertaking? It is simply because they have no universities, colleges, high schools and lyceums of their own, to bring them through the proper course of collegiate education to a level with those human ornaments of the speaking community, who are indebted to the existence of their own above-named temples of learning, for their superior attainments and for their consequent reputation and success in literary, scientific and civil undertakings.

The question, whether there is any possibility on the part of able masters to develop the intellect of their prominent mute scholars to its fullest scope, were their term of pupilage extended, and their course of studies semblant to that generally pursued at colleges, may be answered in the affirmative; for, with the gracious permission of my excellent friend, Mr. Isaac L. Peet, the able preceptor of the High Class at the New York Institution, than whom, as one fitted for that arduous avocation, the directors thereof could not have made a better selection, I have made careful and impartial investigations of the progress his scholars have made in their studies.

Notwithstanding their having been but one year and a half in the High Class, they have, in their pursuance of the higher branches of education, pushed on with prodigious strides toward the goal, where merit, honor and glory wait to be conferred upon their brows. They are now drinking in the beauties of rhetoric, astronomy, chemistry, the Old Testament Scriptures—with reference to literature, geography, history, civil polity and ethics—history, geography and algebra, unfolded

and explained by their teacher, with examples, analogies and the like, expressly to sharpen, strengthen and make exquisite their cognoscitive faculties. Whence came their evident success in what naturally appears difficult for them to acquire within so short a time? Allow me to assert, with a certainty of the fact, that the secret of their success lies in their knowledge of the superiority of their minds, the value and importance of such a department, which they have had the good fortune to obtain permission to occupy, and the brevity of time allowed for their whole course of study. Hence, their ambition being aroused and encouraged most judiciously by their preceptor, in his endeavors to elevate their minds to the standard of speaking scholars, they have studied, and still study *con amore*, and with all possible diligence, even under many discouraging difficulties which most of our instructors of deaf mutes are enabled by their long experience to trace to their source.

Besides those of the New York High Class, I have learned with much satisfaction that the scholars of the Hartford High Class have made such progress as to encourage our hopes of the ultimate success of that department of higher mute education.

Notwithstanding the acknowledged excellence of that department, and its system which is arranged expressly to accelerate the progress of its scholars in knowledge, it is still but a step, which invites them to ascend to the college, where they may enter upon a still more enlarged scale of studies, and then retire with *honorary degrees*. But alas! no such college is yet in existence.

Apropos of High Classes in the Institutions, I am fully convinced by what I have seen, of their being absolutely indispensable to the intellectual improvement of all their most intelligent pupils, therefore I earnestly recommend them to those which have none of the kind.

The question: Is a college absolutely necessary for gifted mutes? may perhaps create some discussion, *par écrit* in the ANNALS, and *viva voce* at our next convention, in which arguments *pro* and *con* will be duly given so as to lead to a

conclusion, whether or not the deaf mutes should be *blessed with that precious boon*.

With a view of securing its establishment, I shall here state a few arguments, which I trust will meet general approbation; but I will be happy to read, weigh and analyze opinions unfavorable to the subject in question, and to acquiesce in them, if they fully convince me of their correctness.

1st. Universities, Colleges, Free Academies and High Schools have been built. For whom? For speaking persons of fine minds. For what? For their intellectual culture to the utmost degree. Why should not *one* college be reared in fair proportions to elevate the condition of our most promising deaf mutes and semi-mutes, seeing that they have a just claim to the superior education enjoyed by the former?

2d. Those of those who speak and hear have indeed produced eminent men. So will our "National College," also. I do not pretend to say that the mutes will be equal to the speaking in the extent of their learning and in the correctness and elegance of their language; but if proofs be needed to give conviction of the truth of my assertion, that mutes of decided talents can be rendered as good scholars as the Barneses, Macaulays, Lamartines and Bryants, I will readily refer to Dr. Kitto, of England, the celebrated biblical commentator, Messieurs Berthier and Pelissier, of France, the former a successful biographer, and the latter a fine poet; our own Nack and Burnet, both excellent authors and poets, and Mr. Clerc, who is the only mute in this country, enjoying the honorary degree of Master of Arts, to which he is fully entitled by his learning and long experience in mute education. It is worth remembering that those gentlemen have never been educated at colleges.

3d. The proposed ALMA MATER will be the only real nursery, under whose fostering care we may have reason to believe will be produced mute sages and distinguished men of all professions—especially civil engineers, physicians, surgeons, lawyers and statesmen, who will thereby be restored to society, from which they have been isolated, by reason of

the nature of their misfortune, and of the poverty of their minds.

4th and lastly. The establishing of a National College for mutes, being the first of the kind in the world, will perpetuate the gratitude of its hundreds of students, and add fresh luster to the halo of glory encircling our blessed republic; a country distinguished for the beauty and solidity of her federal and state governments, her unrivaled prosperity in commerce and domestic enterprise, and the great number of public and private acts of benevolence, consummated by her enlightened citizens.

The importance of such an establishment can not fail to be obvious to all thinking minds; and, furthermore, all whose hearts are ever alive with a generous desire to promote the welfare of the class of beings referred to, will not fail to consider it a duty, as imperative in its call as laudable in its execution, to carry into full effect that grand desideratum.

As regards its location, though I would naturally feel gratified to see it located in or near Philadelphia, merely because of my being a native thereof, and having been snatched even at a tender age from the lap of ignorance and heathenism by her Institution, I must divest my mind of all selfish inclinations lingering in my heart, and state candidly the reasons of my preferring and deciding the place, whither the New York Institution is shortly to be removed, as the most eligible site for our college, I having before made personal and impartial examinations of several different sites.

Before I proceed with them, it seems proper to remind my readers that I am solely responsible for whatever I may have to say with reference to that place, and am by no means influenced by any one connected with the New York Institution.

1. The place, known by the name of Fanwood, is one of the most lovely spots on the eastern shore of the noble Hudson River, and, being elevated considerably above the level of the river, commands a most superb view of the mighty stream, whitened with countless sails—the magnificent bay, with Staten Island looming in the distance—the great city,

bordered by a dense forest of masts, and the distant Highlands throwing their bold yet exquisite outlines against the sky. Within about one mile north thereof there exist, in time-honored ruins, the forts of Washington and Tryon, of Revolutionary memory, between which a severe and sanguinary encounter took place, ending in the defeat and retreat of our patriots. Indeed, nature with her untold beauties, man's handiwork, and history's pages, glowing with the local incidents of this neighborhood, conspire to refine and ennoble our mute collegians' meditations, to incite their innate desire and curiosity to know more of the world, and to stimulate their ambition to render themselves worthy of their Alma Mater, by doing well in the higher branches of business, appropriated to them by their collegiate education.

2. Its distance from the metropolis of the Empire State, being only nine miles, is so short as to facilitate their going down to the city and returning home, either by the Hudson River Railroad, which passes along the waterside of the Fanwood property, the Harlaem Railroad which passes within about one mile therefrom, or by the fine stage routes leading from the city to the High Bridge, which is at a short distance from Fanwood. Thus, our young aspirants of fame will have ample opportunity to visit the city, and in particular her literary establishments, of which the Astor Library is the queen.

3. The said city is the grand focus of travelers, because of her magnificent railroads to the eastern, middle, southern and western states, and of her fleet steamers to all the southern ports. Thus, by the remarkable moderation of their fares, and their admirable arrangements with especial reference to the comfort and safety of travelers, new students may be forwarded to the college at Fanwood, *via* this city, without experiencing inconveniences incidental to traveling.

4. Its salubrity of air constitutes a desideratum for keeping the student's mind, as well as his respiratory functions, in a perfectly healthy state, inasmuch as the air is always dry, by reason of the grounds' being elevated ; in summer, the *ne plus ultra* of deliciousness, by reason of its proximity to the salt

water, and of its constant freedom of circulation on the wings of zephyrs; and in winter, so bracing as to invite an out-of-door walk or exercise in any wintry pleasure, as skating, sleighing or snowballing.

5. The propriety of establishing the college thereupon, in proximity (not too close I mean) to the Institution, is based on the principles of economy and example. As to the principles of economy, 1. The Fanwood estate—the perpetual property of the New York Institution—covers about forty acres of excellent land; thus affording ample space to the building of a college for mutes, should it be deemed necessary. 2. The new Institution will have a chapel of such dimensions as to admit about six hundred persons within, thus rendering it unnecessary to build the like within the college. The collegians may attend the former on Sundays. Owing to the want of a chapel within the college, short religious services may be administered every morning and afternoon in the dining-room.

And respecting example, there is much reason to believe that those who have the charge of schools and pupils, understand it too well to need any explanation; but it may be proper to remark that the collegians, by their unremitted diligence and industry in study, will set an example constantly before the pupils of the Institution, to be followed for their good.

It remains yet to be seen whether my preference of Fanwood, as the place for our college, will be responded to by the Directors of the New York Institution.

Having given my reasons respecting the college and its location, my sense of propriety and delicacy will constrain me to leave to the superior experience, wisdom and judgment of the gentlemen connected with all our Institutions, the following questions, to be decided upon, in case of their determination to establish the college at Fanwood or any other place they think best.

1. The propriety of application to the Legislatures of all or several States of the Union for “material aid” to sustain the Mutes’ Alma Mater.

2. The possibility of obtaining appropriations from them, out of the literary funds, derived from the surplus of the sales of our public lands, apportioned to them for the exclusive benefit of their common schools and academies, which may constitutionally include our college.

3. What should be the annual quota, required for each student's tuition and necessities.

4. The whole number of scholars—definite or indefinite.

5. The number of scholars—as three, five or ten—to be allotted to each state by the managers of said college, or to be decided by the legislatures themselves.

6. Whether the Directors of the Institutions should have the exclusive power to select and forward to the college, scholars of decided talents and of good character, either pupils or graduates thereof, this virtual prerogative being duly sanctioned by their respective legislatures.

7. The propriety of soliciting liberal aid from private persons of known benevolence, in the erecting of the college and the furnishing of its library with books and newspapers, calculated to enrich the students' minds.

8. The propriety of refraining from the imposition of manual occupations on the students during their whole term.

Perhaps the *ANNALS*, in succeeding numbers, may be the most proper medium of maturing our deliberations in this matter, before our next convention comes ; and on that occasion we may accomplish what is binding on us to promote the well-being, intelligence, happiness in social ties, and prosperity in business of those beings to whom the blessed auditory sense is denied by our Heavenly Father, for certain reasons which it is always difficult to fathom.

BIOGRAPHICAL NOTICE OF LEWIS WELD, ESQ., LATE PRINCIPAL OF THE AMERICAN ASYLUM.

BY WILLIAM W. TURNER.

THE lives of professional men usually run on in so even a tenor, as to afford scanty materials for their biographer. This is especially the case with those engaged in the instruction of children. However faithfully they may have labored in this department of usefulness, or however successfully they may have prosecuted their vocation, little more can be said of them, than that they have done a good work, and have exerted a healthful influence. We are not to look to our literary institutions for those stirring events attended with pomp and circumstance which make men great. A single victory won on the battle-field will make a hero; a brilliant military campaign will give to a nation its chief magistrate. While conquests over mind and will, achieved in the school-room and the service of a lifetime in moulding the affections and cultivating the intellect of a generation of youth, will secure no other reward than the esteem of the wise and the approbation of the good. The labors and trials of those engaged in the business of instruction are so great, their cares so perplexing, and their compensation so small, that it is not a little surprising that any persons of superior abilities should devote themselves to it. That they do, and in great numbers also, can be accounted for only upon the supposition that they are actuated by the same spirit of benevolence and self-denial which prompts the missionary to bear messages of gospel mercy to the heathen, and the philanthropist to carry relief and consolation to them that are sick and in prison. Such persons seek to be useful rather than to be esteemed great, and have respect not so much to present emolument as to the recompense of future reward. It will not seem strange therefore, if we make no claim for our departed friend, whose whole life was spent in a work so little appreciated, to a niche in the temple of fame; or if we cherish no hope of contributing, by this simple sketch, a bright page to

history. We can, however, claim for him the honor of having acted well the part assigned him by Providence; and if his name should not be enrolled among those who have signalized themselves by daring exploits and bold achievements, it will be found engraven upon the tablet of many a living heart, and will long be cherished with that of Gallaudet, among the precious recollections of many a deaf mute.

Mr. Lewis Weld, late Principal of the American Asylum, was born in Hampton, Conn., October 17, 1796. He was the oldest son of the Rev. Ludovicus Weld, for about thirty years pastor of the Congregational Church in that place. His grandfather and others of his ancestors were also clergymen, of whom was the celebrated Habijah Weld, of Attleboro, Mass. To this sacred profession, no doubt, the subject of this notice was early consecrated by his pious parents, and to it he would have consecrated himself, had not the path of duty subsequently opened before him in a different direction.

He entered the freshman class of Yale College in the autumn of 1814, and graduated in regular course in the autumn of 1818. He was distinguished for diligent and faithful attention to all college exercises, and a conscientious discharge of his duties as a student. Although moral and correct in his deportment in childhood, he did not become particularly interested in the subject of religion until the spring after he commenced his college course. The revival which occurred at that time, and of which Dr. Sprague, of Albany, and the late Dr. Nevins, of Baltimore, were, with many others, hopeful subjects, was the occasion of directing his attention to the claims of the divine law, and of guiding him to the Saviour for renewing grace. He then commenced the life of a Christian, which he maintained to the end with singular steadiness and consistency. In the language of one now in the ministry, who was his room-mate in college, "His religious standing was of a high order. He was a man of God because a man of prayer. He started fair and he held on his way; he endured unto the end and is saved." After the change in his feelings above referred to, he was led seriously to consider the demands of duty in regard to a profession,

and yielded to the conviction that they required him to preach the gospel. "He was," says his room-mate, "through his whole college course, looking forward to the ministry; but on graduating he was engaged as an instructor in the then infant Asylum for the Deaf and Dumb, and becoming interested in that field of benevolent labor, he soon relinquished all thoughts of the ministry."

The first school for deaf mutes in this country was opened in Hartford in April, 1817, with three pupils; but before the close of that year there were thirty in attendance, and three instructors. In the spring of the next year, the number of pupils had increased to fifty; and by the policy then adopted of making the classes quite small, two additional teachers were needed. On application to the officers of Yale College for young men of piety and talents such as to qualify them for this work, Isaac Orr and Lewis Weld, members of the senior class, were recommended as suitable persons, and were engaged as teachers. Mr. Weld entered upon his duties at the Asylum in May, 1818, intending to remain for two or three years only, until he should obtain means for prosecuting his theological studies; but becoming satisfied that this new field of usefulness offered strong inducements to young men of enterprise and benevolence, and that he might do as much good in it as in the ministry, he was not long in deciding to devote his life to the mental and moral training of the deaf and dumb. He labored here with great faithfulness and zeal, taking a high stand as a sign-maker and practical teacher, for four years and a half. At that time he was, at his own request, released from his engagements with this institution, to accept the office of Principal of the Pennsylvania Institution for the Deaf and Dumb; the Directors of which, in their report for the year 1822, thus expressed their satisfaction in having secured his important services: "This gentleman, liberally educated at Yale College, has been zealously and successfully employed in teaching the deaf and dumb for the last four years and a half; and his excellent attainments in the art, in connexion with his moral character and habits of discipline, to which the Directors at Hartford bear testimony,

leave no room to doubt that this institution, under his superintendence, will accomplish every reasonable wish of its patrons." Mr. Weld discharged the duties of principal in that institution for nearly eight years, with great credit to himself and to the entire satisfaction of its patrons and friends, as the following extract from resolutions adopted by its board of directors at the time of his resignation clearly shows. "It is with the most sincere regret the board have acquiesced in the wishes of Mr. Weld, and released him from the important and responsible office he has so long and so ably filled. Called to superintend this institution almost in its infancy, they have been mainly indebted to his talents, industry and devotion to the moral and intellectual culture of his pupils, for the gratifying result of their efforts to alleviate the misfortunes and improve the condition of these interesting children. They have experienced both pride and pleasure from the progress of these pupils under a system of education digested and matured by him, which has met with the most unqualified approbation from all who have examined its details or observed its effects."

In the year 1830, the office of Principal in the Institution at Hartford, was made vacant by the resignation of Mr. Galaudet. It was thought desirable both by its Directors and Instructors, to recall Mr. Weld, and place him in this important position. In the autumn of that year he assumed the duties of the office, and sustained himself in it with honor to himself and to the satisfaction of the Board of Directors, for nearly twenty-three years. The number of pupils during his administration increased from one hundred and nineteen to two hundred. In the management of the affairs of the Institution at home, and with the authorities of the States which have patronized it, he uniformly manifested sound judgment and good practical common sense, which contributed in no small degree to its prosperity and high standing among similar Institutions.

For several of the last years of his life, Mr. Weld was troubled with a catarrhal affection of the head, which gradually extended to the mucous membranes of the throat and

lungs, producing a chronic cough, which at times was severe and distressing. Partly for the benefit of his health, and more especially to ascertain what had been accomplished abroad in teaching deaf mutes to articulate, he was sent to Europe in the spring of 1844, by the Directors of the Asylum, with instructions to visit as many of the Institutions for deaf-mutes in Great Britain and on the Continent as possible ; “ to ascertain the methods of instruction and management adopted in them ; to acquire a knowledge of any improvements they had made and to profit by their experience.” In pursuance of this object, he visited the principal schools of western Europe, and obtained a large amount of valuable information, which may be found embodied in the extended account of his visit presented by him to the Directors, and appended to their twenty-ninth annual report. His health, though materially benefited by the voyage and by relaxation for a time, was not confirmed. The disease which had so long maintained its hold upon his system, was checked but not eradicated. After resuming his labors it re-appeared, and continued its very gradual but steady progress until it exhausted the energies of an iron constitution, and overcame the resistance of a resolute will. It was often remarked by his associates during the last year or two of his life, that not one man in a hundred would have performed the same amount of labor, under the pressure of so great a weight of infirmity. He seemed determined to hold on his way, apprehending that if he should once sit down to rest, he could never rise again to work. At length, yielding to the urgent solicitations of his friends and medical advisers, he consented to ask of the Directors a temporary release from all his duties, that he might try the effect of a sea-voyage and of foreign travel. With the same spirit of liberality and kindness they had shown him on other occasions, they voted to relieve him entirely from the care of the Institution for a year, while his salary should be continued ; and to enable him to visit Europe without a recourse to his own means, they generously granted him a gratuity of one thousand dollars. He sailed from New York in August last for England ; thence to Ger-

many and France; and for a time had hope that the wishes of his friends and his own expectations would be realized. But after having been absent for nearly four months, he became satisfied that his strength was failing and that he needed the quiet and the comforts of home. In a letter to the writer of this notice, dated London, Nov. 23, he said: "I found myself unable to go forward alone in my state of health and strength, encountering the vicissitudes of travel in the countries I was to visit, according to the original plan; and almost equally so to bear the solitude and destitution of congenial society in any place of permanent sojourn I might be able to select. The experiments I made under favorable circumstances, satisfied me that the course of prudence and wisdom was to return home." The Institution with which he had been for so long a time connected, occupied in all his journeyings, a large place in his affections and thoughts. "I think of you all daily," he said, "with no little interest, and am glad to hear that all has been so well with you at the Asylum. Give my love to the pupils, and say to them that as their numbers are fewer and their advantages in some respects greater than formerly, I expect to see in them greater progress in learning, in good conduct and in happiness. Tell them that if each one will make it his daily rule to make some one happier by his own efforts than he would otherwise be, that he will be happier himself and will grow better, because he will cultivate benevolence and oppose selfishness in his own heart. Who will try to observe this rule till I return?"

He sailed from Liverpool on the 30th of November, reached New York on the 11th of December, and his home on the day following. The state of his health was such as to take from his friends all hope of his ultimate recovery. Still he was comparatively comfortable for several days, and was able to see his friends and pupils once more, for which mercy he frequently expressed his thankfulness to God with deep emotion. Until the last day of his life, which was the 30th of December, he rose at the usual hour in the morning, conducted his family devotions, and passed his time in conversa-

tion with the members of his family and the friends who called; hoping for the most part that he should soon be better, and yet prepared for any unfavorable change. His death was sudden at last; but in the contest with the king of terrors, which came upon him unexpectedly, he was not disconcerted. He was sustained by the hope of the Christian, and by the consolations of that gospel which he had so long cherished as his choicest treasure. At the age of fifty-seven he closed his earthly course and entered his heavenly rest.

We might dwell, if it were needful, upon the deep affliction of a wife and children; the bereavement of his relatives and friends; the loss sustained by the officers and pupils of the Asylum and the Church of which he was for so many years a consistent and useful member and deacon. But we prefer to adopt the language used by others in reference to this sad event; and shall only say in conclusion, that Mr. Weld was eminently a practical man. He spent no time in scheming or theorizing. He followed out the details of his plan with steadiness and uniformity, bringing the powers of his mind to bear upon the single object to which his life was devoted. The prominent traits of his character were conscientiousness and firmness. As he would never consent to the doing of that which he thought to be wrong, so he would never tolerate the omission of that which he knew to be right. And if he sometimes seemed to require much from others, he would not at the same time be satisfied with less from himself.

In all his arrangements and matters of business, he was remarkably punctual and systematic; careful to do everything in proper time and in due order. In his intercourse with his pupils his chief aim and most earnest endeavor was to do them good, not merely by cultivating their intellects, but by improving their characters; by imbuing their minds with worthy sentiments and correct views. While solicitous to prepare them for usefulness and happiness in this present life, he was still more anxious to secure for them a blessed inheritance in the life to come. We doubt not that in the


great day of final revision, he will rejoice in the results of his labors and prayers.

We can not better close this notice of Mr. Weld, than by quoting what was said by others on the occasion of his death. The Directors of the Asylum, in resolutions passed by them soon after his decease, hold the following language: "We consider it due to the memory of Mr. Weld, to record the high sense which we entertain of his character, and especially of the able and faithful manner in which for more than twenty-three years he discharged the arduous duties of Principal of this Institution. Whilst his public character exalted him in our estimation, our intercourse with him as a Christian and a friend, endeared by his many private virtues, awakens in us sensations of tender grief now that he is called away from us." The Faculty of the Institution, in resolutions passed at a meeting Jan. 3, say: "In the decease of Lewis Weld, Esq., late Principal of this Asylum, we are called to mourn the loss of an officer of the Institution, eminent for his ability and success in imparting instruction to the deaf and dumb, and one whose efficiency and conscientious fidelity in the discharge of his official duties, love for his work and earnest endeavors for the temporal and spiritual welfare of his pupils, have commanded our respect, and afforded an example worthy of imitation." At a meeting of deaf mutes held in Heniker, N. H., Jan. 4th, resolutions were adopted, in which they speak of Mr. Weld as "one who always considered us and all other mutes as his children; one whom all of us had long ago learned to love and respect, and one whose loss will long be felt." Most of the pupils, in their letters to their parents, mentioned his death in terms expressive alike of their sorrow and of the high estimation in which he was held by them. One of them wrote, "We have had no news of importance since the death of our beloved Principal, Mr. Weld, who died of congestion of the lungs. I can assure you that he watched over us like a father, who takes a strong interest in the welfare of his children. O that I could see him once more!" Another wrote as follows: "The news which I shall communicate will surprise you. Mr. Weld is dead. His

death was sudden and unexpected. On the 12th of December he returned in a feeble state. The next day we all went to his house and he welcomed us cordially. We never saw him again on earth, and now he is free from the troubles and pain of this world. Many can testify to his Christian character and faithfulness in laboring for the deaf and dumb." A former pupil, writing to a classmate in this city, expresses her feelings in the following language: "I feel afflicted with the loss of such a friend, who has done so much for me and for us all, and sometimes can not bear to think he has gone the way which he will not return. He was bound to us by a thousand ties, but oh! those ties are broken and we are called to mourning. Mr. Weld had many good qualities, one of them which is prominent is piety; and I shall never forget his solemn expressions when he was exhorting us to be ready to die. His labors are ended and he has gone to his reward."

ITEMS.

View of the Indiana Institution. We are indebted to Mr. McIntire, Superintendent of the Indiana Institution for the Deaf and Dumb, for the fine view of that Institution which graces the present number of the ANNALS. And we "improve the occasion" to suggest that similar views of other similar institutions, for our succeeding numbers, would be very acceptable to us, and doubtless to our subscribers also. The benevolent institutions of our noble country are its real palaces, and almost its only ones. So may it always be.

 We had prepared a few pages of "miscellaneous" matter, including notices of several recent Reports, for the present number of the ANNALS; but the room being wanted by our contributors, we resigned it to them.

AMERICAN ANNALS
OF THE
DEAF AND DUMB.

VOL. VI., NO. IV.

JULY, 1854.

LIST OF PUPILS OF THE NEW YORK INSTITUTION

FOR THE INSTRUCTION OF THE DEAF AND DUMB, INCLUDING THOSE OF
THE CENTRAL ASYLUM AT CANAJOHARIE, UNITED WITH THE NEW YORK
INSTITUTION IN 1836; COMPLETE FROM MAY, 1818, TO JANUARY 1, 1854.

PREPARED BY H. P. PEET.

EXPLANATIONS.

NAMES *in italics* were pupils of the Central Asylum, of whom those marked (§) were pupils of both schools.

Those marked (*) are known to be deceased. The cause of death is given, when known, in the last column. When it is stated that the person "died at home," it is to be understood that the individual either went home sick and died, or sickened at home during vacation.

This mark (†) in the column of "time in the institution," denotes either that the attendance of the pupils was irregular, or that the term was broken by a year or more of interval. Harriet Stewart, for instance, to take an extreme case, was admitted in 1835, left in 1836, and was readmitted in 1852.

In the same column, "n. p." denotes *now a pupil*.

A note of interrogation (?) denotes that the figures or statement to which it is affixed, are not *certain* but only *probable*.

A dash (—) denotes *no information*.

Of the marriages noted in the last column, where the name of the other party is given, it is always to be understood that it was a marriage to a *deaf mute*, and if not otherwise expressed, to a pupil of one of the New York schools.

D. S. denotes a *day scholar*, (pupils, who, during the first eleven years, attended the school irregularly, as day scholars, living with their friends in the city.)

Where several have the same surname, no pains have been taken to arrange them alphabetically by their Christian names, and from the mode in which the list was compiled, they are, for the most part, in the order of their date of admission, except in the case of brothers and sisters, who are *always* placed together.

The *residence* given, is that at the time of admission, and in many cases was changed before the end of the pupil's term. Pupils who were emigrants from Europe are so marked when the fact could be clearly ascertained. In many cases, however, we had no definite information on this and other points.

List of Pupils of the New York Institution, &c.,

COMPLETE FROM MAY, 1818, TO JANUARY, 1854.

NAMES.	Admitted.	RESIDENCE WHEN ADMITTED.			Time in the Institution.	Cause of Deafness.	Age of becoming Deaf.	D. and D. Relatives.	Remarks.
		Town or City.	County.	State.					
Abel, Margaret	1846	Perryville,	Hunterdon,	N. J.	13 1/2 years.	A fit.	Birth.		
Acker, John Condit	1840	New York,	New York,	N. Y.	"	Sickness.	2 years.		A printer; married A. Ashley.
Ackley, Sarah C.	1835	Bennington,	Genesee,	"	13 1/2 "	"	5 mo's.		Married D. Bisc.
Ackley, John W.	1839	Stockport,	Columbia,	"	12 7 "	"	"		
Adams, Ralph	1834	Livonia,	Livingston,	"	13 "	Sickness.	"		
Ahern, Michael	1851	New York,	New York,	"	15 n. p.	"	Birth.		From Ireland.
Albrecht, Lewis F.	1825	"	"	"	10 4 years.	"	"		D. S.
Alden, Hiram Benjamin	1852	Camden,	Waldo,	Maine.	14 n. p.	Gathering in head.	Infancy		Born blind of one eye.
Aldridge, John	1847	Chateaugay,	Franklin,	N. Y.	21 3 years.	Sickness.	Birth.	1 sister.	Deafness partial.
Aldridge, Lucy Maria	1852	"	"	"	12 n. p.	"	"	1 brother.	
<i>Aikenbrach, Eliza</i>	1832	Charlestown,	Montgomery,	"	"	"	"	1 br. & 1 sis.	
Amerman, Susan A.	1849	Brooklyn,	Kings,	"	12 n. p.	"	"		Can hear but can not speak.
Anderson, Isabella	1819	New York,	New York,	"	21 3 years.	"	"		D. S.
Anderson, Cornelia	1845	"	"	"	11 7 "	"	"		
Andrews, Asael	1843	Attica,	Wyoming,	"	12 7 "	"	Birth.		
Andrews, Joel E.	1848	Reading,	Steuben,	"	15 n. p.	Scarlet fever.	4 years.		
Angus, Walter W.	1852	Seneca,	Ontario,	"	21 n. p.	Sickness.	3 mo's.		
Anthony, John	1828	New York,	New York,	"	14 1 year.	Scarlet fever.	9 years.		A semi-mute in the high class.
Archer, George P.	1842	Greensburg,	Westchester,	"	5 "	"	"		Colored; D. S.
Armstrong, Harriet	1830	Auburn,	Cayuga,	"	19 3 "	"	"	Mo, sis, 2 maternal	
Arnold, Jane	1833	Tyrone,	Steuben,	"	15 6 "	"	"	aunts, sev	
* Arnold, Fanny	1835	"	"	"	10 7 "	Hereditary.	Birth.	and mo's	Married. [sumption.
Arnold, Charles H.	1838	Troy,	Rensselaer,	"	9 8 "	"	"	and mo's	Married; dead; quick con-
Ashley, Amanda	1844	Rochester,	Monroe,	"	19 5 "	"	"	gr. uncle.	A bookbinder. [Acker.
* Atkins, John H.	1832	Troy,	Rensselaer,	"	11 7 "	"	"	3 cos. (Pick	Can speak a little; mar. J. C.
Atwater, Lydia Ann	1830	Chateaugay,	Franklin,	"	16 5 "	Inflam'tion of head.	8 years.	Twice married; second to Rob-	Married J. A. Hoffman; dead.
Atwell, Sarah	1853	Fallsburgh,	Sullivan,	"	13 2 months.	Sickness.	Birth.	[ering.	ert Bell.
Austin, Mary	1839	Stockport,	Columbia,	"	"	"	"		
Austin, Elizabeth	1839	Plainfield,	Otsego,	"	12 6 years.	"	Birth.		
Austin, George W.	1851	New York,	New York,	"	16 n. p.	Sickness.	1 year.		[Hartford Asylum.
Avery, Hannah Augusta	1841	Salina,	Onondaga,	"	16 5 years.†	Convulsions.	7 1/2 years.	d. in inf'y.	Native of Conn.; six years in
Ayres, Oliver	1837	Walkill,	Orange,	"	12 5 "	Disease in the head.	3 mo's.	A child that	

List of Pupils---Continued.

NAMES.	Admitted.	RESIDENCE WHEN ADMITTED.		Age in the Institution.	Cause of Deafness.	Age of becoming Deaf.	D. and D. Relatives.	Remarks.
		Town or City.	County.					
*Babbitt, Amariah	1826	Rodman,	Jefferson,	—	—	Birth. ?	1 you'r bro.	[born deaf or not.
Babcock, Sarah Ann	1850	Pompton,	N. Y.	12	n. p.	—	—	Uncertain whether she was
Bacon, Israel	1827	Lockport,	N. Y.	—	—	—	—	[umption.
Bagnall, Sarah Lovina	1853	Middlesex,	"	12	n. p.	2½ years	—	Died at home; 1850; con-
*Bailey, Phebe Ann	1846	Spencer,	"	14	4 years.	2 "	—	
Bailey, Dorcas	1848	Albany,	"	11	n. p.	Birth.	2 ma. aunts.	
Bailey, Susan	1850	Bovina,	Delaware,	12	n. p.	1 year.	—	Deafness partial.
Bailey, Robert Theodore	1852	New York,	New York,	11	n. p.	4 "	—	{ Teacher successively in the
Bard, John	1852	Brooklyn,	Kings,	8	n. p.	Birth.	1 2nd cons.	{ Vir, N. C., and now in Ill.
Barker, Abel B.	1830	Newburgh,	Orange,	9	6 years.	—	—	{ Inst.; married E. A. Ivey.
Baker, Mary Ann	1832	Otsego,	Otsego,	12	5 "	2 years.	—	{ A shoemaker.
Baker, George	1836	Dryden,	Tompkins,	7	"	Birth.	—	{ Idiotic; emigrant from Ireland.
Baker, John	1836	New York,	New York,	11	Few weeks.	—	—	{ Deafness partial; a shoe-
Baldwin, Andros	1825	Camden,	Oneida,	—	—	—	—	{ maker; married; dead;
*Baldwin, Isaac Gillam	1830	South Orange,	Essex,	22	1½ years.	Birth.	[nections.	{ consumption.
Baldwin, Naomi P.	1836	Bloomfield,	"	28	4 "	"	Distant con	{ Married J. B. Hills.
Ballou, Lydia Ann	1844	Providence,	Saratoga,	17	7 "	1½ years	G't uncle, &	
Banks, Catherine	1818	New York.	New York,	14	1 "	—	3 sisters.	
Banks, Philena	1822	Walton,	Delaware,	21	1 "	Birth.	[cos. of fath	
Banks, Sarah Ann	1822	"	"	19	4 "	"	3 "	
Banks, Emiline	1833	"	"	20	7 "	"	3 "	Married H. Persons.
Banks, Susan	1835	"	"	7	"	"	3 "	
Bannister, Luther	1837	Pierrepont,	St. Lawrence,	22	3 "	—	—	
Banzier, Silas	1826	Knox,	Albany,	—	—	Birth. ?	—	[consumption.
Barker, Eunice J.	1853	Easton,	Washington,	12	n. p.	Infancy	1 brother.	Died at the Inst., April, 1842;
*Barnes, Elvira	1835	New York,	New York,	14	6 years.	"	1 sister.	Died at home, May, 1853.
*Barnes, Frances M.	1847	Utica,	Oneida,	12	5½ "	Birth.	—	
Barnes, Albert Abraham	1849	"	"	12	n. p.	1½ years	1 sister.	
Barnes, Joseph H.	1853	Canton,	St. Lawrence,	13	6 years.†	2 "	1 brother.	
Barnhart, Jacob	1839	"	"	12	n. p.	Birth. ?	—	Imbecile.
Barnhart, Nancy A.	1850	"	"	12	n. p.	"	1 cousin.	[of lungs.
Barry, Louis	1833	Gates,	Monroe,	12	2 years.	"	1 cousin. ?	Died at the Inst., 1847; inflam.
*Barry, Mary	1845	Yates,	Orleans,	12	2 "	"	1 you'r bro.	[bilious derangement.
Barry, Nathaniel	1847	"	"	14	5 "	Birth.	—	Died at the Inst. July 18, 1837;
Barry, Ellen Frances	1852	Palmyra,	Wayne,	11	n. p.	"	—	
*Bartholomew, Hannah	1835	Fredonia,	Chautauque,	2	years.	Birth.	—	

*Bartlett, Marcia	1825 Broadalbin,	Montgomery,	N. Y.	—	—	—	—	—	lung fever.
*Bartlett, Mary Eliza	1841 Madison,	Madison,	"	12	5 months.	Disease of head.	6 mo's.	Died at the Inst., Feb., 1842;	
Bartlett, Melville D.	1849 Lima,	Livingston,	"	13	n. p.	Scarlet fever.	5 years.		
Barton, Benjamin	1819	Queens,	"	24	2 weeks.	—	—	Too old and stiff to learn.	
Barton, Ebenezer S.	1839 New York,	New York,	"	12	7 years.	Measles.	Birth.	A farmer or farm laborer.	
Bates, John	1818	"	"	19	1	—	2 years.	[E. Lighthall, Sept., 1853.	
Beau, George	1837 Syracuse,	Onondaga,	"	5	"	—	—	From Eng'd; a shoem'r; mar.	
Beatty, Thomas	1821 New York,	New York,	"	10	3	—	—	From Maine.	
Beckwith, Emiline	1827 Exeter,	Otsego,	"	12	6	—	—		
Becher, Ferdinand A.	1849 New Haven,	New Haven,	Conn.	9	n. p.	Fever.	2 years.		
Beers, David	1853 Harmony,	Warren,	N. J.	12	n. p.	Inflam'tion of brain.	10 mo's.		
Bell, Robert	1828 Pamela,	Jefferson,	N. Y.	—	—	—	—		
Bell, John Thomas	1842 New York,	New York,	"	12	8 years.	—	Birth.	Married L. A. Atwater, 1851.	
*Bemis, Ann Maria	1844 Norwalk,	Huron,	Ohio.	1	"	—	—	[Peritonitis.	
Bender, Helen A.	1851 Fayetteville,	Onondaga,	N. Y.	12	n. p.	—	—	Died at the Inst., Oct. 2, 1845;	
Benedict, John	1833 Walton,	Delaware,	"	13	5 years.	—	—		
Benedict, Isaac H.	1834 New York,	New York,	"	9	10	"	Birth.	A farmer; mar. H. Denton.	
Benedict, Edward C.	1843 Victory,	Cayuga,	"	12	7	"	"	A teach. in the Inst. since 1846.	
*Bennet, Caroline	1829 New York,	New York,	"	10	6	Sickness.	—	Married P. O. Verton.	
Bennet, Jane M.	1833 Attica,	Genesee,	"	10	5	Sickness.	—		
Bentley, Taber	1833 Unionvale,	Dutchess,	"	11	6	A fall.	—	[shoemaker.	
Bentley, Joanna	1844 Southport,	Chemung,	"	5	"	—	—	Can hear and speak a little; a	
Berkley, Honora	1850 New York,	New York,	"	12	n. p.	—	—	Married G. Vanscoy.	
*Bernard, Huldah	1820 Utica,	Oncida,	"	20	1½ years.	—	Birth.	From Ireland.	
Berry, Juliet	1851 West Milford,	Passaic,	N. J.	13	n. p.	—	—		
Betts, Almira	1828 Providence,	Saratoga,	N. Y.	—	—	—	—		
Bigger, Thomas	1830 Queenstown,	Columbia,	U Can.	22	4 years.	Sickness.	Birth.	A farmer; mar. S. C. Ackley.	
Bise, David	1830 Ansterlitz,	Cattaraugus,	N. Y.	12	5	A cold.	2½	Died at the Inst., Nov. 2, 1834;	
*Bishop, Mary	1833 Conewangus,	New York,	"	10	1	Congestion of brain.	"	[influenza on lungs.	
Blakeman, Elijah R.	1850 New York,	Genesee,	"	9	n. p.	—	Birth.	Deaf, dumb, and an idiot of the	
Blanchard, Ryan	1819 Sweden,	Rockland,	"	19	3 months.	Gathering in head.	2 years.	[lowest grade.	
Blauvelt, Catherine	1845 Clarkstown,	Genesee,	"	12	7 years.	Disease in head.	6	A semi-mute.	
Bliss, Delia	1845 Le Roy,	Genesee,	"	25	1	—	—		
Blowers, Cyrus R.	1838 Farmersville,	Cattaraugus,	"	7	"	—	—	[till 1831.	
Bogart, Jacob	1822 Harrington,	Bergen,	N. J.	10	5	—	—	D. S.; attended irregularly	
Bortle, Susan	1833 Coxsackie,	Greene,	N. Y.	18	7	—	Birth.	Married L. Spencer.	
Bostwick, Elsie C.	1843 Owego,	Tioga,	"	12	4	—	2 years.		
Bosworth, Joseph S.	1838 Sweden,	Monroe,	"	12	7	—	Infancy		
Bothwell, Martin	1841 Clayton,	Jefferson,	"	7	"	—	—	Married M. Chapin.	
Boughton, L. Adelaide	1844 New York,	New York,	"	11	8	Measles.	2 years.	1 sister.	

List of Pupils---Continued.

NAMES.	RESIDENCE WHEN ADMITTED.			Age in the Institution.	Cause of Deafness.	Age of becoming Deaf.	D. and D. Relatives.	Remarks.
	Town or City.	County.	State.					
Boughton, Augusta G.	New York,	New York,	N. Y.	87 years.		Birth. ?	1 sister.	
Bouvie, Lotus M.	Plattsburgh,	Clinton,	"	3 "		"		
Bower, Sally Ann	North Lansing,	Tompkins,	"	137 "	Scarlet fever.	Birth.	3 sisters.	
Bower, Maria Louisa	"	"	"	127 "		"	"	Married J. Noc.
Bower, Margaret M.	"	"	"	12 n. p.		"	"	
Bower, Mary Elizabeth	"	"	"	121 year.		"	"	Left on account of ill health.
<i>Boorman, Eliza</i> §	Canajoharie,	Montgomery,	"	15 "		"	"	A farmer; mar. E. McAllister.
* <i>Boorman, Susanna</i>	"	"	"	20 "		"	1 br. & 1 sis.	
<i>Boorman, Eliza Ann</i>	"	"	"	13 "		"	1 " "	
Boyer, Frederick	Buffalo,	Erie,	"	13 n. p.		6 or 7 yr.		
*Boyle, John R.	New York,	New York,	"	21 2 years. †	Disease in head.	Birth.		D. S.; married; dead; tailor.
Brabrook, Helen A.	Davenport,	Iowa,	"	12 n. p.		"	[uncle.	
Bracy, Mary Ann	New Haven,	N. Y.	"	136 years.		"	1 brother &	
Bracy, Thomas P.	"	"	"	154 " †		"	1 sister &	
Bradford, Charlotte L.	Crown Point,	Essex,	"	176 "		"	[uncle.	
Bradshaw, Valentine	Mayfield,	Fulton,	"	12 n. p.		Birth.		
Brady, Fanny	Orange,	Essex,	"	136 years.		"		From Ireland.
Bragg, Isaac	Watertown,	Jefferson,	N. Y.	107 " †		"	1 br. & 2 cos	Mar. Eleanor M. Limebeck.
*Bragg, William	Otisco,	Onondaga,	"	127 " †		"	1 " "	A teacher in Ind. Ins.; d. May,
Breg, Olive	Colocton,	Steuben,	"	127 "	A cold.	Birth.	1 " "	Mar. G. B. Marshall. [1849.
Breg, William L. M.	"	"	"	13 n. p.		"	1 sis. & 2 cos	The Bregs are cousins to the [Braggs.
Brennan, William	Troy,	Rensselaer,	"	12 n. p.		"	1 sister.	
Brewer, William H. H.	New York,	New York,	"	8 n. p.		"	1 brother.	
Brewer, Catherine L.	"	"	"	10 n. p.		"		
<i>Brewster, Erastus H.</i> §	Chemung,	Chemung,	"	—	Sickness. [tion.	Infancy		Married.
Briare, Eliza	Albany,	Albany,	"	87 years. †	Cold and inflamma-	—		Married.
Briggs, Abraham Lot	Williamson,	Wayne,	"	185 "	Measles.	1 year.		
<i>Brightman, Rensselaer</i> §	Albany,	Albany,	"	35 "		Birth.		1 mo. in school at N. Y. on trial.
<i>Bristol, Etijah</i>	Manchester,	Ontario,	"	—		—	[A B Baker	[Time at Canajoharie not rec.
Bristol, George H.	Fort Edward,	Washington,	"	12 n. p.		—	2nd cons. to	
Brock, Lavina	Danby,	Tompkins,	"	117 years.	A fall and sickness.	—		Married an uneducated mute.
Brockway, Elnora	Cortlandville,	Cortland,	"	145 "	Whooping Cough.	3 mo's.		
Bronson, Sally	Wolcott,	Wayne,	"	127 " †		Birth.		
*Brookes, Christina	New York,	New York,	"	87 "		"		
Brophy, Mary Ann	"	"	"	12 n. p.		"		
Brophy, Dennis H.	"	"	"	13 n. p.	A fall. ?	3 1/2 years.		From Ireland.

*Brogna, Paulina, (Pier-1837 New York,	New York,	N. Y.	107 years.	Sickness.	Infancy	Gr. mo'r d'f A bookfolder; dead.
Brower, Elizabeth (rez) 1833 Paterson,	Passaic,	N. J.	126 "†		Birth.	[at 8, s. pos. Marr'd; now a widow in N. Y.
*Brown, Jane L. 1835 Salina,	Onondaga,	N. Y.	135 "	Measles.	Infancy	Dead; consumption. [city.
Brown, Harriet P. 1835 "	"	"	115 "		Birth.	2 sis. & 1 br.
Brown, Caroline 1835 "	"	"	95 "		"	3 sisters.
Brown, Daniel D. 1841 "	"	"	5 "		"	2 sis. & 1 br.
Brown, Peter 1837 Piteam,	St. Lawrence,	"	126 "		"	[moved to Michigan.
Brown, John James 1841 New York,	New York,	"	136 "	Inflam'tion of head.	3 mo's.	Lost an eye by a stick; re-
Brown, Charles 1846 Tioga Center,	Tioga,	"	135 "	Disease of head.	Infancy	From Germany.
Brown, Hiram B. 1847 Ellsburgh,	Jefferson,	"	156 "	A fall or scarlet fever.	2 or 3 yr.	
Brown, Calvin 1850 Troy,	Rensselaer,	"	13 n. p.	Disease in head.	6 or 7 yr.	
Brown, John Henry 1851 Lenox,	Madison,	"	13 n. p.	Measles.	2 years.	
Brown, Mary 1851 Amsterdam,	Montgomery,	"	23 n. p.	"	4 "	
Brown, Alonzo W. 1852 Chenango,	Broome,	"	15 n. p.	Scarlet fever.	4½ "	
Brown, Nancy Caroline 1853 Tewksbury,	Chenango,	N. J.	14 n. p.	Inflam'tion of head.	3 mo's.	
Brownell, John 1849 Cambridge,	Hunterdon,	N. Y.	13 n. p.	Scarlet fever.	2½ years	
Brownson, Mary Ann 1835 Cohocton,	Washington,	"	155 years.	Inflam'tion of head.	2 mo's.	[E. Weed.
Brundige, Ananias C. 1844 Pittstown,	Steuben,	"	125 "		Birth.	2nd cos. to
Buck, Jane 1832 Penn Yan,	Yates,	"	95 or 6 years†	Sickness.	1 year.	Father slightly deaf in youth.
Buck, Martha Dewitt 1844 Orelia,		Ca. W.	175 years.			Removed to Michigan; mar.
Bucklen, Martha Ann 1838 West "	Herkimer,	N. Y.	127 "	Hereditary.	Birth.	[cle & aunt.
Bucklen, Simon Darius 1842 "	"	"	127 "	"	"	Fa'r, br. un-
Budd, Elizabeth R. 1834 New York,	New York,	"	99 "†		"	Married to A. S. Enos.
Burbidge, George Robert 1853 Rowden,	Leinster,	Ca. E.	22 n. p.		"	The mother of these 2 became
Burclard, George S 1835 Watertown,	Jefferson,	N. Y.	157 years.		"	[deranged.
Burdick, Corintha Olive 1833 Bennington,	Genesee,	"	116 "	Fever.	5 years.	Married.
Burgess, Peter 1836 New York,	New York,	"	98 "		Birth.	[bookb'der; m. E. H. Disbrow.
Burget, William B. 1848 Fulton,	Scholarie,	"	12 n. p.	Sickness or a fall.	1½ yrs.?	Can hear and speak some; a
Burlingham, William A. 1836 New York,	New York,	"	109 years.	Brain fever.	13 mo's.	A shoemaker.
*Burns, Matilda 1835 Norfolk,	St. Lawrence,	"	132 "		Birth.?	A bookbinder.
Burr, Ebenezer W. 1824 Fairfield,	Fairfield,	Conn.	125 "			Went home sick and died; con-
Burt, Sally 1823 Canajoharie,	Montgomery,	N. Y.	137 years.†			[sumption.
Burwell, George N. 1841 Perrysburgh,	Cattaraugus,	"	203 "	Sickness.	Infancy	
Bush, Daniel 1834 Minden,	Montgomery,	"	12 n. p.	"	3 years.	{ 1 sis., br.,
Bush, Ann Maria 1852 Ramapo,	Rockland,	"	11 n. p.	"	6 "	} 2 2d cos.
Bush, Mary Jane 1853 "	"	"	11 n. p.			2 sisters & 2
Bush, David Dayton 1838 Wyoming,	Punam,	Illinois	106 years.	A fall followed by	Birth.	[scarlet fever.
Butler, Virginia 1835 Hudson,	Columbia,	N. Y.	3 "		Birth.	by 4 or 5 yr.
*Butts, George S.						Deafness partial; drowned in

List of Pupils---Continued.

NAMES.	RESIDENCE WHEN ADMITTED.		Admitted.	Time in the Institution.		Cause of Deafness.	Age of becoming Deaf.	D. and D. Relatives.	Remarks.
	Town or City.	County.		Age.	State.				
Calhill, John	New York,	New York,	1851	12 n. p.	N. Y.		Birth.	1 cousin.	From Ireland.
Cahoon, Daniel §	Plainfield,	Otsego,	1832	13 5 years.	"		"	1 br. & 2 sis.	
Cahoon, Huldah §	"	"	1832	16 5 "	"		"	2 br. & 1 sis.	
Cahoon, Nancy	"	"	1853	18 n. p.	"		"	2 br. & 1 sis.	
Calhoun, Eliza	New York,	New York,	1852	12 n. p.	"		in head.		
Callender, Sally	Troy,	Rensselaer,	1819	17 3 years.	"		Cold and gathering	1 year.	
Camp, James Monroe	Cherry Valley,	Genesee,	1844	13 7 "	"				
Campbell, George W. §	Berne,	Otsego,	1823	15 "	"		A cold.	9 mo's.	[lister. A carpenter; mar'd C. McAl-
Campbell, Franklin §	"	Albany,	1835	10 6 years.	"		Epilepsy.	3 "	
Campbell, Sarah	New York,	New York,	1851	12 n. p.	"		Sickness.		
Cande, Phebe A.	Le Roy,	Jefferson,	1826	13 4 years.	"				
Cantine, Richard H.	Wawarsing,	Ulster,	1835	14 5 "	"		Supposed gathering in head.	Infancy	
Carmet, Moses	Hopewell,	Ontario,	1846	2 "	"			Birth.	
Carroll, Anna	Clifton,	Richmond,	1832	8 n. p.	"		Disease in head.	6 mo's.	[bird. Lost an eye by the peck of a
Cary, Mills	West Milford,	Passaic,	1836	12 7 years.	N. J.		Birth.	1 "	Lost an eye.
Cary, Isaac	"	"	1840	13 5 "	"				
Case, Philander B.	Wirt,	Alleghany,	1853	12 n. p.	N. Y.				
Casler, Mary F.	Dexter,	Jefferson,	1845	12 7 years.	"				
Cassidy, Ellen	New York,	New York,	1846	12 7 "	"		Gathering in head.	6 years.	From Ireland.
Chamberlayne, Ed. P.	Richmond,	Henrico,	1835	14 1 "	Va.			1 bro. 1 sis.	4 years in Hartford Asylum.
Chamberlayne, H. M.	"	"	1851	15 n. p.	"			1 "	1 yr. in Hart. Asy. and 4 yrs.
Chandler, John W.	Mexicoville,	Oswego,	1846	10 n. p.	N. Y.		Scarlet fever.	1 sister.	[in Vir. Inst.
Chandler, Helen A.	"	"	1846	13 7 years.	"		Gathering in head.	1 brother.	Mar. Martin Bothwell, 1853.
Chapin, Miranda	Rutland,	Jefferson,	1833	13 5 "	"			3 years.	Removed to Illinois.
Chapman, Levi	Sherburne,	Chenango,	1829	5 1/2 years.	"		Child'd.		
Chapple, Solomon	Stafford,	Genesee,	1844	12 7 "	"				
Charlon, Henry	Ausable,	Clinton,	1845	25 1 1/2 "	"		Birth.		
Cheeseman, Eliza	Princeton,	Schenectady,	1820	21 4 "	"				
Chesebro, Nathaniel H.	Brookfield,	Madison,	1845	3 "	"				
Chesebro, Ariadne P.	Darien,	Walworth,	1845	13 n. p. †	Wis.				
Chestney, William	Saratoga Spr'gs,	Saratoga,	1845	19 5 years.	N. Y.				Married M. Walls.
Ciley, Benjamin	Bolton,	Warren,	1843	19 3 "	"		Fever or other sick-	3 years.	A laborer; hears and speaks a
Clapp, Amasa	Lafayette,	Onondaga,	1835	19 3 "	"		[ness.		[little; mar. M. Harley.
Clark, Phebe M.	Elizabethtown,	Essex,	1818	18 4 "	N. J.		Inflam'tion of brain.?		Died at the Inst. July, 1827;
* Clark, George C. §	Auburn,	Cayuga,	1825	10 1 1/4 "	N. Y.		Sickness.		[par. deaf.
Clark, Alfred	Otisco,	Onondaga,	1836	23 4 "	"			1 bro., 1 sis.	[inflam. of brain.

Clark, Thomas	1839 Darion,	N. Y.	24 1/2 years.	Measles.	6 mo's.	A laborer.
Clark, Matthew	1841 Malone,	"	13 1/2 "	Scarlet fever.	4 years.	
Clarke, James Oliver	1831 Jersey City,	N. J.	7 "		Birth.	Cigar maker.
Clarke, Patrick	1852 Brooklyn,	N. Y.	19 n. p.		"	From Ireland.
*Clarkson, James W.	1846 Highway.	N. J.	13 1/2 years.	Disease of head.	9 mo's.	Died at home, May 7, 1853;
Coddington, Sarah Jane	1851 Rochester,	N. Y.	13 n. p.		Birth.	[inflam. of lungs.
Coe, Stephen H.	1853 South East,	"	3 weeks.			Not deaf but idiotic.
Coffin, James E. M.	1845 Charleston,	S. C.	10 n. p.	Teething ?	1 year.	
Coghlin, Elizabeth	1848 Rochester,	N. Y.	13 1/2 years.		Birth.	[dist. rela.
Coghlin, Charles	1849 "	"	13 1/2 "		"	1 bro. & 2
Colby, Daniel	1852 Jackson,	"	18 1/2 "		"	1 sis. & 2 rel.
Cole, David H.	1824 Saugerties,	"	16 1/2 "		"	1 sister.
Cole, William Peter	1830 "	"	12 1/2 "	Sickness.	1 sis. & 1 br.	Idiotic.
Coleman, Calista	1839 Le Roy,	"	12 1/2 "		"	A farmer; married an unedu-
Collins, Alonzo	1852 New York,	"	9 n. p.	Scarlet fever.	Birth.	[eaten mute.
Collins, Josephine Grace	1843 Lewiston,	"	10 1/2 years.	"	"	
Conant, John	1829 New York,	"	3 months.	Gradual decay.	1 1/2 years	
Conklin, Eliza	1822 New Windsor,	"	18 1/2 years.		2 years.	Deafness partial.
Conklin, Jeremiah W.	1826 Huntington,	"	98 "	A cold.	"	
Conklin, Abra'm (Colo)	1833 Coeyman's,	"	11 7 "	Measles.	2 "	A teach. in the Inst. since 1838.
Conklin, Charlotte	1846 Springfield,	"	98 "		"	Shoemaker and clerk in a gro-
Conklin, Julia	1852 Yorktown,	N. J.	13 n. p.		Birth.	[cery; married B. S. Kelly.
*Conner, Catherine	1833 New York,	"	17 1/2 years.	Sickness.	"	
Conrad, Samuel	1821 Hinsdale,	"	21 3 "		"	Married W. Persons; dead.
Conrad, Catherine	1821 "	"	18 3 "	Malformation.	Birth.	[deaf-mute daughter.
Cook, Nelson	1824 Springfield,	"	17 "	Hereditary.	"	Married C. Fonda and has a
Cook, Elizabeth	1851 "	"	13 n. p.		Birth.	
Cookingham, Wm. H.	1851 Hyde Park,	"	12 n. p.		Birth.	[from sickness.
Coons, William H.	1853 Taghkanic,	"	13 n. p.	Whooping Cough.	1 year.	Uncle and aunt partially deaf
Cornell, Eliza Ann	1830 White Creek,	"	11 1/2 years.		Birth.	This family removed to Chau-
Cornell, Merabah	1843 Jamestown,	"	12 7 "		"	[taucaque Co.
Cornell, Alvan H.	1843 "	"	15 7 "		"	
Cornwall, Caroline	1843 Athens,	"	14 5 "		"	
Covell, Zaccheus	1819 Catskill,	"	14 3 "		"	
Covert, Albert F. §	1833 Porter,	"	20 5 "		Birth.	Married.
Covert, Sarah E. §	1832 "	"	17 6 "		"	"
Covert, James E. §	1836 "	"	11 "		"	"
Covert, Phebe A.	1841 "	"	12 5 "		"	"
Cor, Louisa	1828 Ripley,	"	10 "		"	[par. deaf.
Craft, Mary E.	1840 Mt. Pleasant,	"	13 7 years.	Gathering in head.	2 years.	Deafness partial; married M.
						[Genet.

List of Pupils---Continued.

NAMES.	Admitted.	RESIDENCE WHEN ADMITTED.		State.	Time in the Institution.	Cause of Deafness.	Age of becoming Deaf.	D. and D. Relatives	Remarks.
		Town or City.	County.						
Craft, William	1847	New York,	New York,	N. Y.	5 years.	Sickness.	—		Married.
Crain, Mary M.	1830	Pharsalia,	Chenango,	"	13 " 5		Birth.		
Cramer, John	1825	Canajoharie,	Montgomery,	"	18		Infancy		
Crammond, John	1819	Albany,	Albany,	"	3 years.	Sickness.	—		A shoemaker.
Crandall, Martin	1828	Canaan,	Columbia,	"	12 6	"	—		A printer.
Crandall, Henry B. §	1834	Watervliet,	Albany,	"	10 7	Whooping cough.	2 years.		
Crandall, Alfred	1852	Moria,	Franklin,	"	15 n. p.	Scarlet fever.	1 " 1		
Crandall, Dennis	1853	"	"	"	12 n. p.	"	"		Colored; D. S.
Crawford, Horace	1818	New York,	New York,	"	11 6 years. †	Malformation.	Birth.		Killed by an explosion in R. I.
*Crawford, William M.	1836	"	"	"	12 5	A cold.	1 year.		
Crawford, Rosetta	1837	Movers,	Clinton,	"	12 7	Sickness.	—		
Crippin, James H.	1851	Glenville,	Schenectady,	"	13 n. p.	"	—		
Crooker, Rosetta	1831	Oyster Bay,	Queens,	"	20 4 years.		Birth.	1 brother.	A shoemaker.
Cross, Adelmor	1845	Cherry Valley,	Otsego,	"	17 7		"	1 " 1	A tailor.
Cross, George M.	1845	"	"	"	13 7		"	1 cousin.	2 or 3 years in the Liverpool
Cross, Joseph	1847	Isle of Man,	—	Eng'd.	17 4				[Institution.
Cuddeback, Cornelius	1841	Pheips,	Ontario,	N. Y.	13 5				A farmer; mar. P. A. Doty.
*Cuffee, Aaron Lee	1844	Sag Harbor,	Suffolk,	"	12 4	Gathering in head.	10 mo's.		Colored; died at home, 1848.
*Cummings, Lephe	1822	Watertown,	Jefferson,	"	20 1 1/2				Died in the Inst. May 20, 1824;
Cummings, Robert	1830	Putnam,	Washington,	"	10 6	A cold.	15 mo's.		Married S. Edgett. [s. pox.
Cunningham, Cornelius	1818	New York,	New York,	"	9 6	Gathering in head.	—		[Inst.; married.
Curtice, Emily	1819	Florida,	Orange,	"	7 10		Birth.		Some months a teacher in the
Curtis, John	1837	Unadilla,	Otsego,	"	12 5	A fall.	—		
Cutting, Laura S.	1847	Gerry,	Chautauque,	"	20 2		—		
Darley, Lavinia	1850	New York,	New York,	"	12 n. p.		Birth.		A laborer; married E. Wilson.
Darrow, John	1835	Cambridge,	Washington,	"	15 5 years.	Gathering in head.	1 1/2 years		
Davenport, J., (Ross)	1853	Tioga Center,	Tioga,	"	17 n. p.	Severe cold.	Birth.		[mother.
*Davis, Mary Jane	1834	Genoa,	Cayuga,	"	— 3 years.		"	Relatives of	A laborer. [since dead.
Davis, Jonathan B. §	1832	Providence,	Saratoga,	"	15 5		Birth.	Removed to be married and	A farmer; married.
*Day, Aaron	1818	Greece,	Montgomery,	"	22 3		—		
Day, James	1833	Greece,	Monroe,	"	17 3	Sickness.	—		
Dean, Sarah Maria	1853	Wolcott,	Wayne,	"	12 n. p.		Birth.	1 sister.	Married an uneducated mute.
Decker, Charity §	1827	Prattsville,	Greene,	"	18 4 years. †		"	1	Colored; D. S.
DeGrass, Paul	1821	New York,	New York,	"	18 1		—		Colored. [ous trembling.
DeHart, Joseph	1845	"	"	"	12 7	Scarlet fever.	4 years.		Partially deaf; subject to nerv-
Deniston, Benjamin F.	1839	Cornwall,	Orange,	"	17 4		Birth.		

Denton, John	1823 Danby,	Tompkins,	N. Y.	13 4 years.				3 cousins.	Married M. Sweet.
Denton, Roxey	1825 Newfield,	"	"	17 4 "				2 sis. & 1 cos.	
Denton, Harriet	1833 "	"	"	18 6 "				2 " 1 "	Married J. Benedict.
Denton, Lucille	1835 "	"	"	13 6 "				2 " 1 "	
Deuel, Alexander W.	1853 Alabama,	Genesee,	"	13 n. p.		Sickness.		1 year.	Only child of a third marriage.
Dickinson, Charles	1818 Hyde Park,	Dutchess,	"	14 3 years.		Gathering in head.		Birth.	Married ?
Dickinson, Mary Ann	1830 Mt. Pleasant,	Westchester,	"	12 5 "		"		"	Married A. McDonald.
Dickinson, Juliette	1830 "	"	"	10 5 "		"		"	Married N. M. Duncan.
Dickson, Martha	1835 Potsdam,	St. Lawrence,	"	15 5 "		"		"	Removed to Michigan. [Asy.
Dinneen, John	1849 Williamsburgh,	Kings,	"	16 n. p.		"		"	From England; 5 yrs. in Lon.
Disbrow, Elizabeth H.	1839 S Brunswick,	Middlesex,	N. J.	18 6 years.		Inflammatory rheu-		14 years	Deafness partial; mar. G. P.
Dobbie, Margaret Ann	1845 Manaroneck,	Westchester,	N. Y.	15 7 "		matism.		6 "	[Buckland.
Dodge, Susan	1847 Charlestown,	Montgomery,	"	16 5 "		Scarlet fever.		1 "	
Dodge, Martha	1851 Broadalbin,	Fulton,	"	12 n. p.		"		Birth.	From Ireland.
Donahue, Bridget	1853 Buffalo,	Erie,	"	12 n. p.		Scarlet fever.		3 years.	Vision defective.
Donnelly, William	1841 New York,	New York,	"	12 7 years.		"		Birth.	
Donovan, Ellen	1846 "	"	"	10 7 "		"		"	1 bro., 1 sis
Donovan, John	1850 "	"	"	13 n. p.		"		2 sisters.	
Donovan, Catherine	1852 "	"	"	12 n. p.		"		1 br. & 1 sis.	
Dopp, Hiram	1849 Root,	Montgomery,	"	16 n. p.		"		"	
*Dorlon, David	1828 Hempstead,	Queens,	"	16 2 years.		Supposed a fall.		1 year.	Died at the Inst., Jan. 17, 1831.
Doty, Rebecca	1845 Senate,	Cayuga,	"	16 5 "		"		Birth.	Married G. O. Gilbert.
Doty, Phebe Ann	1845 "	"	"	12 5 "		"		"	Married C. Cuddeback.
Downing, Hendrick	1823 Jericho,	Queens,	"	25 6 months.		"		"	
Doyle, Ann	1849 New York.	New York,	"	14 n. p.		Gathering in head.		Birth.	From Ireland.
Drake, Maria Reed	1842 Hope,	Warren,	N. J.	13 2 years.		"		8 mo's.	
Driscoll, Ransom	1830 Greene,	Chenango,	N. Y.	11 6 "		"		Birth.	A laborer.
Driscoll, George	1844 "	"	"	12 7 "		"		"	
*Dryer, Laura	1821 Durlam,	Greene,	"	11 4 "		Malformation.		{ 1 sis., ma.	Died at the Inst., Mar. 1, 1825.
Dryer, Mary	1829 "	"	"	8 7 "		Measles.		{ gr. un. 2d	Married.
Dudley, Joseph C.	1832 Bennington,	Genesee,	"	"		Sickness.		[cos.	
Duncan, Nathan M.	1835 Monmouth,	Monmouth,	N. J.	5 years.		Scarlet fever.		5 years.	Married J. Dickinson.
Dunning, Amanda	1850 Stapleton,	Richmond,	N. Y.	14 n. p.		"		"	
Dutton, Charles	1824 Middlebro,	Schoharie,	"	14 "		"		"	
Dye, Olive	1845 Camillus,	Onondaga,	"	13 5 years.		[head. Birth.		Birth.	[consumption.
Eacker, Margaret	1846 Mohawk,	Montgomery,	"	15 n. p. †		Fits and gathering in 3 mo's.?		"	[varioid, followed by rapid
Easton, Elizabeth Ann	1845 Roxbury,	Morris,	N. J.	13 5 years.		"		Birth.	Died at the Inst., Aug., 1836;
*Eaton, Dewitt	1835 Concord,	Erie,	N. Y.	20 1 "		"		"	
Eckerson, Esther	1849 Seward,	Schoharie,	"	14 n. p.		"		Birth.	mat'nal gr't
Edgett, Susan	1840 Greenville,	Greene,	"	19 5 years.		"		"	[uncle. Married R. Cummings.

List of Pupils---Continued.

NAMES.	Admitted.	RESIDENCE WHEN ADMITTED.		Age at becoming Deaf.	Time in the Institution.	Cause of Deafness.	D. and D. Relatives.	Remarks.
		Town or City.	County.	State.				
Edwards, Charles P.	1850	Bridgehampton,	Suffolk,	N. Y.	12 n. p.	—	1 bro. & gr.	
Eggleston, Pliny	1822	Vienna,	Oneida,	"	15 4 yr.	—	[aunt & gr.	Married W. Litts, 1853.
Eggleston, Delia Ann	1845	Henderson,	Jefferson,	"	13 7 "	—	[uncle of his	Married I. W. Lewis.
Ellarson, Catherine P. §	1827	Gilboa,	Schoharie,	"	11 "	Convulsions.	[father.	From the Dutch W. Ind.; fati.
Elliott, Sarah	1853	New York,	New York,	"	12 n. p.	—	—	Blind of an eye. [fr. Sweden.
Emeigh, Maria	1830	Kingston,	Ulster,	"	15 5 years.	—	—	
Emmons, Jacobus	1847	Gravesend,	Kings,	"	3 "	—	—	
Enos, Sally Ann §	1832	Oncont,	Otsego,	"	19 5 "	—	—	
Enos, Amariah §	1832	"	"	"	17 5 "	—	—	
Evans, Owen W.	1847	Weston,	Oneida,	"	24 5 "	—	—	Married M. A. Bucklan. ?
Eylesheimer, Jane §	1832	Pittstown,	Rensselaer,	"	5 "	—	—	From Wales; a farmer.
Farnam, William W.	1849	Gilbertsville,	Otsego,	"	12 n. p.	Scarlet fever.	—	Blind of an eye; a bookbinder.
Farrell, Nicholas	1833	New York,	New York,	"	9 10 years.	Sickness.	—	A farmer and wine grower.
Farrington, William	1829	"	"	"	24 3 months.	—	—	Married J. Donovan, a deaf
Fay, Clinton S.	1824	Portland,	Chautauque,	"	13 4 years.	Inflammatory fever 1 year.	—	[mute from Ireland.
Fearon, Eleanor	1838	New York,	New York,	"	10 7 "	[in head. Birth.	1 sister.	
Fearon, Matilda	1843	"	"	"	12 7 "	—	1 "	
Ferris, Charles H.	1847	West Farms,	Westchester,	"	13 n. p.	—	[sickness.	A tailor.
Ferris, Joseph Fox	1838	Synvora,	Chenango,	"	14 3 years.	—	Cos. de'f by	[subject to epileptic fits.
Fessenden, Henry	1852	Naples,	Ontario,	"	12 n. p.	—	[er's side.	Native of N. Hamp.; became
*Field, William P.	1827	Troy,	Rensselaer,	"	9 7 years.†	—	Cos. on fath.	[ill health.
Finch, Rosalia	1842	Laurens,	Otsego,	"	14 4 "	Gathering in head.	—	Returned home on account of
Fink, Margaret	1826	Blenheim,	Schoharie,	"	10 6 weeks.	—	—	
*Fish, Augustus	1836	Otselic,	Chenango,	"	15 3 years.†	Gathering in head.	1 1/2 years 1 bro. par.	
Fitch, Harrison E.	1847	Vernon,	Oneida,	"	13 n. p.	Sickness.	5 "	
Fitzgerald, William O.	1838	Warbeck,	Orange,	"	11 7 years.	A cold.	—	
Fitzpatrick, Susan	1852	Clifton,	Richmond,	"	13 n. p.	—	—	
Flanders, Amanda	1830	Caldwell,	Warren,	"	—	Sickness.	—	
Fletcher, Nathaniel B.	1852	Fishkill,	Dutchess,	"	9 2 weeks.	A fall.	—	Parents from France.
Flick, Joseph	1853	Manlius Center,	Onondaga,	"	17 n. p.	—	—	Insane.
Flint, Polly	1823	Canajoharie,	Montgomery,	"	—	—	2 cousins. ?	Married an uneducated mite. ?
Flint, Mary §	1827	Vernon,	Oneida,	"	—	—	2 "	
Flint, Sally	1825	Cherry Valley,	Otsego,	"	22 "	—	2 "	
Fonda, Catherine	1832	Mayfield,	Montgomery,	"	15 4 years. ?	A fall.	1 daughter.	Married N. Cook.
Foord, Esther Ann	1847	Stanstead,	"	1 "	—	Inflammatory fever.	—	
Forbes, James §	1831	Lenox,	Madison,	Ca. E.	—	—	—	
				N. Y.	—	—	—	

Forest, Sarah	1851 Bangor,	N. Y.	12 n. p.	Fall and sickness.	3 years.	1 brother.	[Ormsby. A farmer; married Hannah D. S.; a tailor.
Fowler, Denison	1819 Peterborough,	"	16 2 years.	A cold.	4 or 5 yr.		Father from Germany. Not deaf but idiotic.
Fox, Frederick	1824 Canajoharie,	"	22 1 year. †	Scarlet fever.	3 years.		B. in India, where her parents, Married. [who were natives of N. J., were mis- [sionaries. [children are d. and d.
Fox, Wilhelm	1827 New York,	"	9 n. p.		15 mo's.		Married. S. Works; all their 6 br. & sis. 6 do. [6 chl. Married M. Garlock.
Frank, Henry	1833 "	"	15 6 months.	Inflam'tion of lungs.	4 years.		A teacher in the Ins. since 1844. A book-follower. Idiotic.
Freborn, George	1838 Horkimer,	"	7 n. p.	Sickness.	Birth.		Had a twin sister who could [hear; sev. ancestors deaf in [1 ear.
Freeman, Fanny L.	1849 Allahabad,	Hindo.	7 n. p.	"	"		Married D. W. Fullerton.
Frere, Cornelia Ann	1818 New York,	N. Y.	7 7 years.		2 years.		
Friszell, George Sumner	1828 Woodstock,	"	13 5 "		"		
Fuller, William	1831 Berne,	"	22 7 months.		"		
Fullerton, John	1823 Hebron,	"	11 3 "		"		
Fullerton, Jane	1824 "	"	18 4 years.		"		
Fullerton, David W.	1826 "	"	11 3 "		"		
Gage, John	1851 Chicago,	Illinois	2 "		"		
Gamage, Gilbert C. W.	1829 New York,	N. Y.	11 8 "		Birth.		
Gamage, Harriet C.	1829 "	"	8 8 "		"		
Gardner, John Allen	1834 Seneca Falls,	"	2 months.		"		
Gardner, Andrew J.	Orange,	"	17 n. p.		Birth.		
Gardner, James	1848 Newburgh,	"	12 n. p.		"		
Garlock, Solomon	1850 Coldspring,	"	"		"		
Garlock, Maria S.	1825 Canajoharie,	"	"		"		
Garlock, Simeon F.	1829 "	"	13 5 years.		"		
Garrett, Isaac	1847 "	"	15 n. p.	Measles.	"		
Garrett, Catherine	1845 Havana,	"	11 5 years.		"		
Garrett, Catherine Ann	1833 Williamson,	"	16 5 "		"		
*Garfield, Benjamin	1846 Lyons,	"	11 n. p. †		"		
Gazley, John H.	1838 Half Moon,	"	9 5 years. †	Gathering in head.	Birth.		
Genet, William M.	1825 New York,	"	15 8 "		2 years.		
Genet, Frances	1818 Edmeston,	"	9 4 "		Birth.		
Getman, Ozias	1819 Albany,	"	7 "		"		
Gilbert, Sarah Ann	1833 "	"	12 7 "		"		
Gilbert, Gustavus O.	1845 Ephratah,	"	11 5 "		"		
Gilbert, Lucy	1837 Seneca Falls,	"	18 5 "		"		
Gilbert, William L.	1845 Sparta,	"	12 n. p. †		"		
Giles, Alonzo M.	1844 "	"	12 6 years.		"		
Gilhooley, Catherine	1847 Avon,	"	12 n. p.		"		
Glass, Sarah Ann	1853 East Chazy,	"	17 1 1/2 years.		"		
Golden, Emmeline L.	1848 Smyrna,	"	10 7 "		"		
	1838 New York,	"	12 n. p.		"		
	1852 "	"	14 4 years.		"		
	1844 Hamden,	"			"		

List of Pupils---Continued.

NAMES.	Admitted.	RESIDENCE WHEN ADMITTED.		Age at Admission.	Time in the Institution.	Cause of Deafness.	Age of becoming Deaf.	D. and D. Relatives.	Remarks.
		Town or City.	County.						
Golden, Peter R.	1846	Handen,	Delaware,	N. Y.	11 5 years.		Birth.	1 sister.	
Golder, John B.	1844	Jamaica,	Queens,	"	5 "		"		Can hear but can not speak.
Godfrey, John	1841	Auburn,	Cayuga,	"	19 5 "		"		Married Eliza Martin.
Goodfey, Josiah	1848	Shawangunk,	Ulster,	"	1				
Goodrich, Mary L.	1850	Brooklyn,	Kings,	"	10 n. p.		Birth.		
Goodwin, Emma	1828	New York,	New York,	"	14 1 year.	Sickness.	Birth.		D. S.
Gouverneur, James M.	1828	"	"	"	6 3 "		Birth.		Grandson of President Monroe.
Gow, Isabella §	1825	Argyle,	Washington,	"	16 4 "			1 brother.	
Graham, George W.	1847	Greece,	Monroe,	"	13 5 "				
*Granger, Polly Ann	1835	Bethany,	Genesee,	"	4	A fall.	Birth.		
Greveline, Henry	1847	Essex,	Essex,	"	12 n. p. †				
Green, Cornelia E.	1819	Princeton,	Mercer,	N. J.	8 2 years.				Sev. years in Hartford Asylum.
Green, Margaret E.	1829	Ithaca,	Tompkins,	N. Y.	11 1 "		Birth.		
Green, Fanny Maria	1846	Greenfield,	Saratoga,	"	13 n. p. †	Scarlet fever.	4 years.		
Green, Peter	1847	Greenville,	Greene,	"	14 4 years.				
Green, Salina	1852	Greenville,		Ken'y.	13 n. p.	Scarlet fever.		1 bro. or sis.	Colored.
Green, Martha Ann	1853	Goshen,	Orange,	N. Y.	12 n. p.		Birth.		
Gridley, Courtenay	1824		Saratoga,	"	2 weeks.				
Griswold, Sarah E.	1833	Utica,	Oncida,	"	12 3 years.	A fall.	1 year.		Deafness partial; married.
Griswold, Henry	1836	"	"	"	7 "	Scarlet fever.			
Groesbeck, Magdalen	1835	New Scotland,	Albany,	"	17 6 "	Inflam'tion in head.	1 year.		A dressmaker.
Groesbeck, Frederic	1839	"	"	"	18 7 "		Birth. ?		
Gromon, Truman	1843	Adams,	Jefferson,	"	14 6 "	Scarlet fever.	9 years.	2 cousins.	Idiotic.
Grover, Nelson	1850	Hume,	Allegany,	"	14 1 "		Birth.	1 sis. & 1 br	A teacher in the N. C. Inst. for
Grow, Charles Milan	1844	Potter,	Yates,	"	12 7 "		"	1 " "	Married H. Lansing.
Guile, Maria §	1829	Oppenheim,	Montgomery,	"	9 "		"	2 sisters.	[of lungs.
Guile, Sarah §	1832	"	"	"	9 7 "		"		Died in the Inst., 1847; inflam.
*Guile, Walter S.	1846	Lyme,	Jefferson,	"	1	Inflam'tion in head.	2 1/2 years		A farm laborer.
Gunn, Orville	1839	Mount Morris,	Livingston,	"	19 5 "	Inflam'tion of brain.	1 1/2 "		From Germany.
Guthrie, Samuel S.	1849	Lockport,	Niagara,	"	24 1 "	A fall.			
Hahn, Auguste	1844	Newark,	Essex,	N. J.	12 7 "				
Haight, Henry J.	1845	New York,	New York,	N. Y.	5 6 "				
*Hale, Susan	1830	Johnstown,	Montgomery,	"		Inflam'tion in head.			
Haley, John	1819	Brooklyn,	Kings,	"	10 6 years. †			1 br. sev cos	D. S.
Hall, Jacob Lewis	1836	Whitchall,	Washington,	"	15 5 "		Birth.	1 " "	Married Ellen Martin.
Hall, John Asahel	1841	"	"	"	16 5 "		"		

Hallock, Almira	1826 Brookhaven,	Suffolk,	N. Y.	182 years.	—	Sickness.	—	1 or 2nd	A semi-mute; married.
Halsey, Vincent M.	1824 Blooming Grove	Orange,	"	172 "†	—	Scarlet fever.	5 years.	[consins.]	[married a deaf mute.
Halsey, John Van Riper	1848 New York,	New York,	"	11 n. p.	—	—	Birth.	1 sister.	6 years in Hartford Asylum;
Hammond, Frances P.	1833 " "	"	"	142 years.	—	Brain fever.	3 years.	—	—
Hanley, Margaret	1852 Montreal,	Sullivan,	Ca. E.	n. p.	—	—	Birth.	—	—
Hanlow, Ann	1852 Fallsburgh,	Morris,	N. Y.	12 n. p.	—	Sickness.	1 year.	—	Married J. A. Hoffman; dead.
Hann, Nelson	1825 Schooley's Mt.	Albany,	N. J.	183 months.	—	Hydrocephalus.	1 "	—	—
*Hansen, John T. S.	1823 Albany,	New York,	"	3 "	—	Ulcers in head.	2 or 3 yr.	—	—
Hardenburgh, Rich'd A.	1841 New York,	Cattaraugus,	"	155 "	—	—	Birth.	—	—
Harding, Harrison	1856 Perryssburgh,	Middlesex,	N. J.	13 n. p.	—	Scarlet fever.	33 years.	—	—
Hardy, Christina R.	1850 Spottswood,	Rockland,	N. Y.	12 n. p.	—	—	Birth.	—	—
Harkness, Robert G.	1849 Haverstraw,	New York,	"	126 years.†	—	—	Birth.	1 sister.	[Hartford Asylum.
Harrington, Patrick	1840 New York,	"	"	145 "†	—	—	"	1 brother.	Married W. Sweet; a pupil of External ears closed; can hear [and speak some; a tailor.
Harris, James L.	1829 " "	"	"	143 "†	—	Malformation.	"	—	—
*Harris, Charlotte	1836 Jerusalem,	Yates,	"	105 "	—	Measles.	17 mo's.	1 sister.	Married A. W. Hedden.
Harris, Florinda	1826 Palmyra,	Wayne,	"	154 "	—	—	Birth.	1 "	Mar. S. B. Wyckoff; d. 1837.
Harrison, Ruth Eva'nta	1826 " "	"	"	134 "	—	—	"	2 sis, moth, un-, [old & Wilma	An orphan found on the banks [of the canal; a shoemaker.
*Harrison, Elizabeth	1832 Orange,	Essex,	N. J.	204 "	—	—	"	1 sis. & 1 br.	—
Harrison, John	1840 Elmira,	Chemung,	N. Y.	127 "	—	Measles.	9 mo's.	2 brothers.	—
Harrison, George W.	1843 Williamson,	Wayne,	"	127 "	—	—	Birth.	1 sis. & 1 br.	—
Harrison, Susan M.	1846 " "	"	"	12 n. p.	—	—	"	—	—
Harrison, William G.	1849 " "	"	"	233 years.	—	Inflam'y rheumatism	6 mo's.	—	Can hear and speak imper'ly.
Hart, Adeline M.	1848 De Ruyter,	Madison,	"	165 "	—	Sickness.	9 years.	—	[sumption.
Harvey, Andrew Kirk	1846 Binghampton,	Broome,	"	118 "	—	—	—	—	Died in Inst. May 5, 1853; con-
*Harwood, John	1824 New York,	New York,	"	118 "	—	Gathering in head.	Birth.	—	D. S.; a boatman.
Hatch, Edward	1845 " "	"	"	157 "†	—	Sickness.	6 mo's.	—	Lost an eye by same disease.
Haupten, John	1818 " "	"	"	104 "	—	—	2½ years	—	—
Havens, Calista	1835 Guilford,	Chenango,	"	202 "	—	—	—	—	—
Havens, David H.	1841 Plattsburgh,	Clinton,	"	5 "	—	Scrofula.	2 years.	—	Too old to learn.
Hawes, Wealthy	1840 Danby,	Tompkins,	"	127 "	—	—	—	—	of Phil. D. & D. Ins.
Hawks, Clarissa	1828 Brighton,	Monroe,	"	283 days.	—	Scarlet fever.	5 years.	—	Removed to Ill.; mar. a pupil
Hawley, Julia Matilda	1846 New York,	New York,	"	17 n. p.†	—	Sickness.	—	—	A farmer; mar. R. E. Harrison.
Heath, Worcester	1824 Watertown,	Jefferson,	"	—	—	Inflammation in head	2 years.	—	—
Haddon, Aaron W. §	1830 Newark,	Wayne,	"	15 —	—	[from measles.	Birth.	—	D. S.
Hedgeman, Mary E.	1839 Oyster Bay,	Queens,	"	126 years.	—	—	—	—	—
Henderson, Mary Ann	1825 New York,	New York,	"	81 "	—	—	—	—	—
Henderson, Sylvanus	1847 Champion,	Jefferson,	"	1 "	—	—	—	—	—
Henricson, Abraham W.	1846 Pompton,	Passaic,	N. J.	155 "	—	Mumps.	—	—	—
Herrington, Aaron	1838 Burlington,	Otsego,	N. Y.	4 "	—	—	2½ years	1 cousin. ?	—

List of Pupils---Continued.

NAMES.	RESIDENCE WHEN ADMITTED.		Age in the Institution.	Cause of Deafness.	Age of becoming Deaf.	D. and D. Relatives.	Remarks.
	Town or City.	County.					
Herrington, Hulda	1847 Pittsfield,	Otsego,	1 year.	Scarlet fever.	2 years.	Cos. of mo.	From Germany.
Hertwick, Charles F.	1847 Brooklyn,	Kings,	11 n. p.	Sickness.	8 "	Birth.	[Hart. Asy., 1853.
Heyman, Moses	1852 New York,	New York,	10 n. p.	"	"	"	Semi-mute; mar. a pupil of
Hibbard, Martha Ann	1845 Rochester,	Monroe,	4 years.	"	"	"	Could hear and speak a little;
*Hixcox, Herman G.	1845 Portage,	Allegany,	22 3 "	"	2 1/2 years	[of g. g. mo.	[mar.; d. in Mich. or Wis.
Hicks, Gilbert	1849 N. Hempstead,	Queens,	11 n. p.	"	"	2 cos. & cos.	[ga tribe.
*Higby, Oran	1823 Union,	Broome,	16 4 years.	"	"	"	An Indian boy of the Ononda-
Hill, David	1846 Onondaga,	Onondaga,	11 7 "	Scarlet fever.	4 mo's.	[of father.	
Hill, Lewis M.	1850 Marshall,	Oneida,	12 n. p.	"	Birth. ?	Un. & cous.	Seamstress at the Institution.
Hills, Betsey	1839 Granville,	Washington,	6 years.	"	Birth.	3 sisters.	Mar. L. A. Ballou, Sept. 1853.
Hills, Joseph B.	1840 Fabius,	Onondaga,	16 7 "†	"	"	1 br. & 2 sis.	Fam. can hear & speak a little.
Hills, Emily A.	1840 "	"	14 7 "	"	"	1 " "	A teacher in the Institution.
Hills, Jerusha M.	1842 "	"	11 7 "	"	"	1 " "	A pupil in the high class.
Hills, Lucinda E.	1845 "	"	12 n. p.	"	"	1 brother.	
Hilts, Pamela	1846 Depauville,	Jefferson,	2 years.	"	"	1 sister.	Scrofulous and sickly.
Hilts, Mason	1851 Booneville,	Oneida,	12 n. p.	"	"	"	
*Hitchcock, Philetta	1824 New Lisbon,	Otsego,	122 years.	"	"	"	
Hoag, James	1828 Schoelack,	Rensselaer,	16 2 "	"	"	"	
Hocknell, William	1819 Albany,	Albany,	14 2 "	Fever.	1 1/2 years	"	
Hoffman, Henry	1825 Lansingburgh,	"	16 4 "	"	Birth.	1 sister.	[J. H. Atkins; twice a widow.
Hoffman, Julia Ann	1828 "	Rensselaer,	11 8 "†	"	"	1 brother.	Mar. 1st, I. S. T. Hanson; 2nd
Hogenkamp, Daniel	1845 Haverstraw,	Rockland,	15 4 "	"	"	1 sister.	[les ending in lung fever.
*Hogenkamp, Emily	1845 "	"	19 "	A fall or a cold. ?	18 mo's.	1 brother.	Died in the Inst., 1849; meas-
Holden, Devitt B. ‡	1832 Livonia,	Livingston,	6 years.	"	Birth.	"	Imbecile.
Holdstock, Sarah Ann	1841 Schenectady,	Schenectady,	16 3 "	"	15 mo's.	"	Said to be mar. and removed
Hollins, George D	1818 Albany,	Albany,	14 5 "†	Sickness.	"	"	[to Ohio.
Holland, Clarissa	1830 Saugerties,	Ulster,	12 5 "	Gathering in head.	Infancy	A 2nd cous.	
Hollon, Sally Christina	1836 Utica,	Oneida,	7 1 "	Fits.	"	"	D. S.
Holmes, William P.	1828 New York,	New York,	14 3 months.	"	"	"	Removed to Wisconsin.
Holmes, Edwin	1848 Fulton,	Schoharie,	11 7 years. †	Inflam'tion of head.	7 mo's.	"	Adopted by Mrs. Park, New
Holt, Mary	1825 Herkimer,	Herkimer,	8 n. p.	Scrofula.	1 year.	[1 neph.	[York City.
Horchkiss, Carol (Park)	1852 Fredonia,	Chautauque,	21 n. p.	"	Birth.	1 br. 1 sis. &	
Horchkiss, Isaac Fra'lin	1853 Chester,	Warren,	19 n. p.	"	"	1 br. 1 sis. &	
Horchkiss, Jeremiah	1853 "	"	16 n. p.	Inflammation of ear.	3 mo's.	[1 neph.	Can hear and speak a little.
Housel, Peter S.	1849 Clinton,	Hunterdon,	10 7 years.	"	Birth.	2 brothers.	
Houston, Ellen	1835 New York,	New York,	"	"	"	"	

Houston, Jefferson	1843 New York,	N. Y.	129 years.			1 br. & 1 sis.	A laborer.
Howard, Arad	1828 Nelson,	"	144 "		Scrofulous gathering	"	
Howe, Austin	1852 China,	"	20 n. p.		Birth.	1 br. & 1 sis,	
Howell, Franklin	1831 Brookhaven,	"	105 years.		"	2 brothers.	
Howell, Charlotte	1833 "	"	106 "		"	1 br. & 1 sis.	
Howell, Davies	1838 "	"	137 "		Child'd.		A semi-mute.
Howell, William	1842 Columbia,	S. C.	6 "		"		
Hughes, Daniel	1821 Schenectady,	N. Y.	114 "		"		
Hughes, Elizabeth	1841 New York,	"	3 "		2 years.		Married W. Williams, 1847.
Hull, Elizabeth J.	1835 Brooklyn,	"	166 "		Infancy		Married.
Hulse, Evelina	1818 New York,	"	86½ "		Hydrocephalus.		
Hunt, Ann A.	1824 Rodman,	"	256 months.		Syphilis of nurse.		
Hunt, Maryette	1845 Nassau,	"	127 years.		Inflam'tion in head.	Jaunt.	
Hunt, William	1853 New York,	"	12 n. p.		Birth.	Gr.-father's	
*Hunter, Bethana	1840 Dewitt,	"	153 years.		"		Born in Scotland; parents Irish
Hunter, Helen	1845 Canandaigua,	"	157 "		Scarlet fever.		Died at home; consumption.
Hurley, Mary	1837 New York,	"	117 "		Sickness.	1 brother.	[Clapp.
Hurley, John	1844 "	"	125 "	†	Kick of a horse.	1 sister.	Deafness partial; married A.
Husk, Joshua	1819 "	"	221 month.		Scarlet fever.		
Husted, Lyman	1834 Manlius,	"	164 years.		Sickness.		A shoemaker.
Hyde, Chauncey, Jr.	1826 Lisle,	"	22 "		Kick of a horse.		
Ireland, Sarah	1846 Galway,	"	177 years.		Scarlet fever.		
Irwin, Sarah	1821 Philadelphia,	Penn.	183 "		"		
Irwin, Elizabeth	1844 Rochester,	N. Y.	3 "		"		
*Ivey, Eunice Ann	1833 Newbern,	N. C.	106 "	†	Peripneumony.		[consumption.
Jackson, William T.	1826 Islip,	N. Y.	105 "		Scarlet fever.		Married A. B. Baker; dead;
Jackson, Elizabeth	1848 Saline,	Mich.	1 "		Measles.		
Jay, Everett Emmett	1851 Hamden,	N. Y.	12 n. p.		A fall.		Can speak a little.
Jennings, James	1823 New York,	"	96 years.		"		A jeweler; married A. Reeves,
Jennings, Theron Y.	1845 Lisle,	"	145 "	†	Sickness.		[1845.
Jewell, Lavinia M.	1825 Greenwich,	"	1 "		A cold.	1 brother.	Dead; consumption.
*Jewell, Edward	1842 Java,	"	162 "		Scarlet fever.	1 "	
Jewell, Ephram	1842 "	"	137 "		"		
Jobs, George W.	1845 Lloyd,	"	177 "		"		Colored; D. S.
Johnson, John	1824 New York,	"	195 "	†	"		
Johnson, Rachel	1828 Shawangunk,	"	165 "		Birth.	2 brothers.	
Johnson, Elias	1833 New Paltz,	"	127 "		"	1 sis. & 1 br.	A laborer.
Johnson, Abraham	1839 "	"	6 "		"	1 "	
Johnson, Russell	1850 Watervliet,	"	12 n. p.		4 or 5 yr.		
Johnson, Daniel G.	1831 Orselic,	"	167 years.†		Scarlet fever.		Married; removed West.

List of Pupils---Continued.

NAMES.	Admitted.	RESIDENCE WHEN ADMITTED.		State.	Age in the Institution.	Cause of Deafness.	Age of becoming Deaf.	D. and D. Relatives.	Remarks.
		Town or City.	County.						
Johnston, Chester	1840	Riga,	Monroe,	N. Y.	19 4 years.	Inflam'tion of brain.	5 years.		A shoemaker.
Jones, Hewlett	1819	Huntingdon,	Suffolk,	"	18 3 1/2 "	"	"		Colored; D. S.
Jones, Elijah	1824	New York,	New York,	"	9 5 "	"	Birth.	2 brothers.	A bookbinder; mar. a pupil of [Hart. Asy.
Jones, Josiah	1828	"	"	"	58 "	"	"	"	A bookbinder.
Jones, David	1836	"	"	"	10 8 "	"	"	"	Killed; run over by horses Oct. [19, 1847.
*Jones, Morgan	1846	"	"	"	1 "	"	" ?	"	A farmer.
Jones, Milton A.	1841	Richland,	Oswego,	"	15 5 "	"	" ?	"	A shoemaker.
Jones, Lawrence N.	1843	"	"	"	12 7 "	"	"	"	Welsh family.
Jones, Laura	1844	Rensselaer,	Oneida,	"	16 5 "	Scarlet fever.	5 years.		From Germany.
Kain, John	1848	Shawangunk,	Ulster,	"	18 3 "	"	2 "		
Kale, Faronica	1853	Rochester,	Monroe,	"	12 n. p.	"	Birth.		
Karnes, Margaret	1833	Leicester,	Livingston,	"	16 6 years.	[in head.			
Kavanaugh, Peter	1853	Pavilion,	Genesee,	"	12 n. p.	Measles and gath'ing	11 mo's.	1 brother.	
Kee, Samuel Harvey	1852	Argyle,	Washington,	"	12 n. p.	Gradual decay.	1 year.		Nearly an idiot.
Kee, Robert	1853	"	"	"	12 n. p.	"	"		
Keith, Mary	1830	New York,	New York,	"	20 4 years.	"	"		
Kellogg, Eliza Jane	1841	East Constable,	Franklin,	"	15 6 "	"	"		D. S.; from almshouse.
Kelly, John	1818	New York,	New York,	"	20 1 "	"	"		
Kelly, John	1849	Utica,	Oneida,	"	13 n. p.	"	Birth.		
Kelsey, Louisa	1825	Middleburgh,	Schoharie,	"	"	"	"		[ness at 2 or 3 years.
Kenfield, Lucinda E.	1851	Naples,	Ontario,	"	12 n. p.	"	"		Not deaf, but dumb from sick-
Kennedy, Thomas	1834	Schenectady,	Schenectady,	"	Few weeks.	"	"		
Kennedy, Laura Ann	1835	Ellisburgh,	Jefferson,	"	12 6 years.	Sickness.	Birth. ?		[Inst.
Kernan, Mary	1853	Greenwood,	Steuben,	"	13 n. p.	A cold and sickness.	1 1/2 years	1 2nd cous.	Teacher in the N. C. D. & D.
Kernan, John	1842	New York,	New York,	"	5 years.	"	Birth.	1 "	
Ketcham, Geo. Erastus	1840	"	"	"	11 7 "	"	"		
Ketcham, Chauncey	1847	Brookhaven,	Suffolk,	"	11 n. p.	"	"		[ried; dead.
Ketchum, Henry C.	1839	South East,	Putnam,	"	13 4 years.†	[fever. ? Birth.	"		A pupil at Hartford also; mar-
*Keys, Marietta W.	1822	Watertown,	Jefferson,	"	13 6 months.	Measles or spotted 5 yrs. ?	"	1 br. & 1 sis.	The sister deaf from birth.
Keyser, Sabrina	1849	Fulton,	Schoharie,	"	15 n. p.	Fever and spasms.	17 mo's.	2 sisters.	Deafness partial.
Keyser, James Madison	1851	"	"	"	n. p.	Cold or a fall.	5 years.		
Kinney, William	1839	Roxbury,	Morris,	N. J.	5 years.	A cold.	"		D. S.
Kip, John Isaac	1849	Bergen,	Hudson,	"	12 n. p.	"	Birth.		Married; dead; consumption.
Kirby, John	1819	New York,	New York,	N. Y.	6 years.†	Fits.	"		Married J. E. Covert.
*Kirk, Caroline	1824	"	"	"	8 7 "	"	"		
Kleckler, Elizabeth	1841	Wayne,	Steuben,	"	14 5 "	"	"		

Knight, Albert P.	1853 Ogdensburg,	St. Lawrence, N. Y.	12 n. p.	Disease in head.	6 mo's.	{ A cabinet maker; married J. Wallace, 1853; name spelled Krepts in the reports. This family from British Isles.
Kreps, Christian	1838 Rome,	Oneida,	147 years.		Birth.	
La Barre, Delia	1848 Chateaugay,	Franklin,	17 n. p.		"	2 sisters.
*Lafferty, Daniel	1830 New York,	New York,	85 years.		"	1 br. & 1 sis
Lafferty, Elizabeth	1830 "	"	65 "		"	3 sisters.
*Laprange, Jacob §	1829 Bethlehem,	Albany,	†		"	1 br. & 2 sis.
*Laprange, Susanna §	1830 "	"	3 years.†		"	1 " 2 "
Lagrange, Ann Maria §	1830 "	"	144 "		"	1 " 2 "
Lagrange, Edith	1837 New Scotland,	"	107 "		"	Father.
Laitser, Eleanor Jane	1849 New York Mills,	Oneida,	12 n. p.†	Hereditary.	"	1 brother.
Lake, Susan	1834 Washington,	Dutchess,	117 years.		"	1 sister.
Lake, Leonard	1848 Hartsville,	"	12 n. p.			
Lamperson, Martha	1830 Huntington,	Suffolk,	105½ years.			
Langlois, Eleanor	1845 Malone,	Franklin,	177 "	Scarlet fever.	8 years.	
*Lansing, Elender	1832 Watervliet,	Albany,	23			
*Lansing, Henry	1832 Glen,	Montgomery,	—	Inflam'tion in head.	Birth.	Dist. relati.
Larkin, Charles H.	1846 New York,	New York,	8 n. p.	Sickness.	4 years.	"
Larmer, John	1830 Manaronneck,	Westchester,	107 years.	"	1 "	A farmer.
Larue, John	1851 Hoboken,	N. J.	11 n. p.			A farmer; married M. Guile.
*Lasher, Catherine	1834 Red Hook,	Hudson,	1 year.			
Lasher, Eliza C.	1839 Woodstock,	Dutchess,	141 "			
Latham, Jane	1833 Toronto,	Ulster,	86 "			
*Lathrop, Cornelia A.	1847 Rochester,	Monroe,	4½ "		Birth.	Not deaf but idiotic.
Laubscher, Mary Ann	1834 New York,	N. Y.	107 "			sumption.
Layton, Elizabeth	1833 Newark,	N. J.	12 n. p.	Sickness.		Died summer of 1852; con-
Leduc, Genard	1845 Ogdensburg,	Essex,	116 years.	Scarlet fever.	2 years.	From German Switzerland;
Lee, Bridget	1852 New York,	St. Lawrence, N. Y.	10 n. p.	"		[married.
Leeder, Robert	1830 "	New York,	96 years.		Birth.	From Ireland.
Leftwick, Emily	1848 Wytheville,	Va.	1 "			
*Lettis, Gertrude §	1833 Root,	Montgomery, N. Y.	175 "	A fall.	Birth.	[many; a cap maker.
Levi, Isaac	1840 New York,	New York,	127 "	Sickness.	1 year.	Of Jewish descent; from Ger-
*Lewis, Catherine	1830 Caldwell,	Warren,	—			
Lewis, Ira W. §	1831 Preston,	Chenango,	166 years.†	Swelling in neck.	Birth.	Married C. P. Ellarson.
Lewis, Prudence	1840 "	"	147 "	Sickness.	1 year.	1 sister.
Lewis, Martha Elizabeth	1852 New York,	New York,	12 n. p.			1 brother.
*Lighthall, Delia §	1835 Minden,	Montgomery,	212 years.		Birth.	3 sisters.
*Lighthall, Sally §	1835 "	"	145 "		"	3 "
Lighthall, Lavinia	1842 "	"	157 "		"	3 "
Lighthall, Eliza	1843 "	"	117 "		"	3 "
Limebeck, Eleanor M.	1835 Annsville,	Oneida,	4		"	Married G. Bean, Sept., 1853.

List of Pupils---Continued.

NAMES.	RESIDENCE WHEN ADMITTED.			Age at Institution.	Cause of Deafness.	Age of becoming Deaf.	D. and D. Relatives.	Remarks.
	Admitted.	Town or City.	County.	State.				
Linan, William	1852	Brooklyn,	Kings,	N. Y.	12 n. p.	Birth.	1 cousin in [Ireland.	From Ireland.
Ling, John Edward	1844	New York,	New York,	"	127 years.	5 years.		Mar. D. A. Eggleston, 1853.
Lits, William	1847	Florence,	Oneida,	"	196 "	3½ years		A tailor.
Livingston, James S.	1848	Chatham,	Columbia,	"	13 n. p.	Brain fever.		
Livingston, Julia Ann	1851	Guiderland,	Albany,	"	12 n. p.	Sickness.		
Lockwood, Hiram T.	1833	Coltsville,	Broome,	"	105 years.	Inflam'tion in head.		
Lockwood, Marie Louisa	1851	Williamsburgh,	Kings,	"	12 n. p.	Salivation of mother.		
Loomis, Samuel	1850	Sandbank,	Oswego,	"	121 year.	Ulcers in ears.		
Lordland, Henry Hess	1853	Wayland,	Steuben,	"	15 n. p.	Inflam'tion in head. ?		
Ludlow, Hiram	1822	Lansing,	Tompkins,	"	188 months.	Sickness.	2 sisters.	A farmer.
Lum, Alonzo	1833	Ellisburgh,	Jefferson,	"	155 years.	Child'd.	1 sister. ?	2nd wife, S. B. Wyckoff.
Lynan, Orpha	1827	Kirkland,	Oneida,	"	—	—		A semi-mute ; married.
Lynnes, Marion	1843	Albany,	Albany,	"	3 years.	—		From Prague, Bohemia.
Lyon, Laura	1826	Lisle,	Broome,	"	16 "	—		
Lyon, Clotilda	1853	New York,	New York,	"	10 n. p.	Birth.		
Mabbett, Ann Maria	1826	Washington,	Dutchess,	"	66 years. †	Scarlet fever.		
McAllister, Margaret	1822	Johnstown,	Montgomery,	"	174 "	Birth.	2 sisters.	Married G. W. Campbells.
McAllister, Catherine	1822	"	"	"	144 "	"	"	Married E. Bowman.
McAllister, Elizabeth	1822	"	"	"	114 "	"	"	
Macaulay, Joanna	1848	New York,	New York,	"	9 n. p.	Disease in head.		From Ireland.
MacBride, Anna	1825	Minisink,	Orange,	"	144 years.	Birth.		[and general derangement.
McCabe, Owen	1850	New York,	New York,	"	14 n. p.	"		Died at Inst., 1850 ; diabetes
McCarthy, Betsey	1837	Albany,	Albany,	"	105 years.	Gathering in head.		Irish.
*McCarthy, Mary	1845	New York,	New York,	"	125 "	Falling into water.		Parents from Ireland.
McCommsky, Francis	1828	"	"	"	86 " †	Birth.		
McConnel, Edward	1853	"	"	"	12 n. p.	Sickness.		
McCormack, Robert	1847	Williamsburgh,	Kings,	"	10 n. p.	5 years.	1 brother.	A dressmaker.
McCoy, Eunice	1845	Oswego,	Oswego,	"	225 years.	Birth.	1 sister.	In the high class.
McCoy, Zachariah	1846	"	"	"	17 n. p.	"		D. S. ; married M. A. Dickinson.
McDonald, Alanson	1818	New York,	New York,	"	97 years. †	Fever causing fits.	4 relatives.	[son.
McDonald, John	1847	Grayscreek,	"	"	129 "	Birth. ?		[Asylum.
McDougal, Isabella	1837	Niagara,	Fayette,	N. C.	254 "	Uncertain.		D. S. ; afterward at Hartford
*McEugald, Alexander	1833	Stratford,	Fairfield,	Conn.	143 months.	Swelling in neck.		
McEwen, Ephraim	1821	New York,	New York,	N. Y.	710 years. †	Sickness.		
McGowan, Jas. (Staats)	1821	Berne,	Albany,	"	—	Birth.	Br. or sis. ?	Married S. Tabor ; both dead.
*McGraw, Aaron	1824							

*McGuire, Stephen	1819 New York,	New York,	N. Y.	87 years. †	—	—	From Hope, N. J.; died at [Mobile, 1834.
McGuire, Rhoda	1848 " "	"	"	12 n. p.	—	—	[fever contracted at home.
McIntyre, Abraham	1853 Vallatia,	Columbia,	"	14 n. p.	Scarlet fever.	3 or 4 yr.	Died the Inst., Oct. 18, 1827;
McKay, Frances	1826 North Castle,	Westchester,	"	101 year.	—	—	Killed on a railroad, 1853.
*McKean, Platt A.	1844 Ridgway,	Orleans,	"	145 "	Sickness.	18 mo's.	Parents from Ireland.
McKew, Theresa	1853 Ogdensburgh,	St. Lawrence,	"	14 n. p.	Scarlet fever.	4 years.	
McKinney, Andrew M. §	1820 New York,	New York,	"	86 years. †	—	Birth.	
McKinney, Mary A.	1846 York,	Livingston,	"	136 "	[measles.	Birth.	
McLaughlin, Michael	1846 Greenvish,	Rensselaer,	"	127 "	Whooping cough & 2 years.	2 years.	
McManners, Ira	1830 Clarendon,	Orleans,	"	95 "	Sickness.	2 or 3 yr.	[the Institution.
McMillen, Thomas	1835 Providence,	Saratoga,	"	135 "	—	Birth.	From Ireland; a domestic in
McMonigel, Catherine	1840 New York,	New York,	"	214 "	—	—	
McSweeney, Daniel	1823 Nunda,	Alleghany,	"	124 "	—	—	
McSweeney, William	1849 New York,	New York,	"	12 n. p.	Scarlet fever.	2 years.	
McVay, John	1845 Columbus,	Ga.		103 years.	—	Birth.	
McVoy, Mary	1821 Isle aux Noix,	Near Montr'al L. Ca.		92 months.	Coup de soleil.	4 years.	[speech much improved.
Maddock, James	1819 Peterborough,	Madison,	N. Y.	71½ years.	Sickness or fits.	4 mo's.	Left the Inst. with hearing and
Maguire, Mary Ann	1838 New York,	New York,	"	127 "	Sickness from fright.	3 years.	Blind of an eye.
Mahoney, Dennis	1851 Albany,	Albany,	"	13 n. p.	Sickness.	—	[consumption.
*Maine, Sophia B.	1834 Norwich,	Chenango,	"	2½ years.	—	—	Died at Inst., June 18, 1837;
Mallinson, Mary Jane	1847 Haverstraw,	Rockland,	"	126 "	—	—	
Mandeville, John	1819 Darlington,	Orange,	S. C.	24½ "	—	—	
Maney, Christina Jane	1840 Blooming Grove	New Orleans,	N. Y.	127 "	Scarlet fever.	4 years.	
Marcy, Daniel P.	1848 " "	Lou.		8 n. p.	Mumps.	6 or 7 yr.	
Marshall, George B.	1835 Southampton,	Suffolk,	N. Y.	117 years. †	—	—	[Breg.
*Martin, William R.	1831 Whitesborough,	Oswego,	"	—	Sickness.	—	From England; married Olive
Marten, William	1831 Oswego,	Albany,	"	164 years.	—	—	[failed to come to school.
Martin, Elizabeth	1831 Albany,	"	"	107 "	—	—	Entered on list of pupils but
Martin, Ellen	1832 " "	"	"	106 "	—	—	
Martin, Eliza	1836 " "	"	"	127 "	Measles.	2 sisters.	Married J. A. Hall.
Martling, Robert J.	1843 New York,	New York,	"	22 n. p.	Sickness.	2 "	Married J. Godfrey.
Marum, John	1850 " "	"	"	—	—	6 mo's.	A miller.
Marvin, Ira	1827 Charlton,	Saratoga,	"	—	—	—	From Ireland.
Mather, Elizabeth	1840 Unica,	Oncida,	"	126 years.	Scarlet fever.	1½ years	From S. A. Taber.
Matteson, Theodore	1845 Silverbrook,	Chautauque,	"	127 "	[& gathering in head.	2 2d cos. on	Deafness discov. after measles
*Matthews, Mary	1849 New York,	New York,	"	1 "	Inflam'tion of lungs	Birth. ?	Died at home, 1830. [at 3 yrs.
Matthewson, Henry	1852 Pulaski,	Oswego,	"	20 n. p.	—	18 mo's.	
Mead, Emily	1846 Northville,	Fulton,	"	127 years.	—	—	[Brundage.
Merrick, George	1836 Adrian,	"	Mich.	2 "	Sickness.	2d cos A. C.	
Merrill, Elizabeth	1840 Cananda,	Alleghany,	N. Y.	195 "	—	Birth.	

List of Pupils---Continued.

NAMES.	Admitted.	RESIDENCE WHEN ADMITTED.		State.	Age in the Institution.	Cause of Deafness.	Age of becoming Deaf.	D. and D. Relatives.	Remarks.
		Town or City.	County.						
Miles, William Wallace	1847	Hopewell,	Ontario,	N. Y.	12 n. p.	Scarlet fever.	Infancy		
Miles, Edward E.	1851	Apulia,	Onondaga,	"	11 n. p.	Sickness.	6 or 7 yr. Birth.	1 sister.	Can speak a little. [Springs, From England; married R. C. [congestive fever.
*Miller, Jane	1826	New York,	Westchester,	"	8 years.	—	—	—	Died at the Inst., Sept., 1846;
*Miller, James	1823	West Farms,	Ulster,	"	14 4 "	—	—	—	
*Miller, James	1843	High Falls,	Ulster,	"	20 3 "	—	—	—	
Millot, Adelia	1849	Rayville,	Jefferson,	"	12 n. p.	—	Birth. ?	—	
Mills, George	1818	New York,	Genesee,	"	12 4 years. †	Dropsy in head.	3 1/2 years	[for the D. and D.	
Mills, John A. §	1835	Le Roy,	Genesee,	"	10 7 "	Use of calomel.	13 mo's.	[moth. side.	Teacher in the Wisconsin Inst.
Mills, William Henry	1843	Whitehall,	Washington,	"	17 3 "	Bilious fever.	11 "	A cousin on A laborer.	
Millspaugh, Cortland	1818	Montgomery,	Orange,	"	9 5 "	—	—	—	
Milmine, John	1842	Florida,	Montgomery,	"	12 6 "	—	Birth.	A sister.	
Minard, Helen E.	1843	"	"	"	12 5 "	—	"	1 brother.	
Minard, Rebecca	1819	Kingston,	Ulster,	"	19 3 "	—	"	1 "	{ Apodler; married; became partially insane; death occasioned by injuries received on railroad, 1852.
*Minard, Stephen	1827	New Paltz,	"	"	13 4 "	—	"	1 sister.	
Minard, John	1850	Havana,	Chemung,	"	13 n. p.	—	—	—	
Monfort, Cyreneus	1843	Groton,	Tompkins,	"	5 years.	—	—	—	
Moore, Louisa Ann	1826	Lyons,	Wayne,	"	13 6 "	—	—	—	Native of Vt.; twice married; [2nd to N. D. Wilkins.
Moore, Hines	1842	Preston,	Chenango,	"	5 "	—	—	—	
Moore, Ellen	1850	Saratoga,	Saratoga,	"	12 n. p.	—	Birth. ?	—	Father a French Canadian.
Moran, John Evangelist	1853	Watertown,	Jefferson,	"	14 n. p.	—	"	—	Deafness partial; a farmer.
More, Jonas, Jr.	1830	Roxbury,	Delaware,	"	—	—	Child'd.	—	A semi-mute.
Morehouse, Phileus E.	1846	Gruenville,	Washington,	"	13 7 years.	Scarlet fever.	4 mo's.	—	
Morgan, Fidelia M.	1838	Syracuse,	Onondaga,	"	11 8 "	—	—	—	
Morse, Patrick	1846	Harford,	Cortland,	"	1 "	—	Birth.	—	[Asylum.
Mowry, George Riley	1853	Triangle,	Broome,	"	13 n. p.	Sickness.	Birth.	—	Married J. Starr, of Hartford
Mullens, Ann Maria	1824	Athens,	Greene,	"	14 4 years. †	Convulsions.	1 1/2 years	—	Married L. A. Young.
Mumby, John W.	1840	Brooklyn,	Kings,	"	12 6 "	—	Birth.	1 brother.	
Munger, Emory	1833	Warsaw,	Genesee,	"	17 5 "	—	" ?	—	
Munger, John	1837	"	"	"	4 "	—	—	—	[married.
Munson, Sarah E.	1847	New York,	New York,	"	1 "	—	—	—	[office; an author and poet;
Murray, Orville	1824	Lowville,	Lewis,	"	17 4 "	—	—	—	[searcher in county clerk's
Myer, William Henry	1846	New York,	New York,	"	12 4 "	Scarlet fever.	6 years.	—	D. S.; a semi-mute; chief
Myre, Anna	1826	Vienna,	Oncida,	"	12 4 "	Measles.	15 mo's.	—	An artist; married a pupil of [Penn. Inst.; dead.
Nack, James	1818	New York,	New York,	"	9 3 "	A fall.	8 years.	—	
Niblo, William	1819	"	"	"	6 4 "	Sickness.	—	—	
Nichols, Ebenezer	1839	Canton,	St. Lawrence,	"	3 "	—	—	—	

Nichols, Thomas H.	1848 Oswego,	N. Y.	19 n. p.			Birth.	Not deaf but mute. [1853.
Nodine, Benjamin F.	1848 Oswego,	"	12 2 months.	A cold.		—	A tailor; mar. W. L. Bowen,
Noe, James	1829 Anby,	N. Y.	9 7 years.	Disease of head. ?		3 wks. ?	Perhaps born deaf.
Northrop, Elizabeth Ann	1846 Ontario,	"	16 4 "			—	Hears but can not speak; im-
Norton, Albert	1846 Lansingburgh,	"	15 1 "			1 sis. (dead)	[becility, ascribed to use of
Noyes, Automette A.	1849 Bushwick,	"	14 n. p.	[from ears.		Relatives on	[calomel in early infancy.
Nutting, Harley H.	1851 West Monroe,	"	13 n. p.	Sickness & discharge		Birth.	
Oakes, Deborah Ann	1837 Islip,	"	9 5 years.	Scarlet fever.		7 or 8 yr.	A sailor; dead.
*Oakley, William B.	1818 New York,	"	18 2 1/2 "	Inflam. brain, caused		Birth.	A shoemaker; married C. Gil-
O'Brien, Patrick	1833 Troy,	"	9 7 "	[by falling into water.		20 mo's.	[hoolsy.
O'Connor, Cornelius	1820 Schenectady,	"	3 "	Scarlet fever.		4 years.	
Oeden, Fanny Jane	1850 S. Middletown,	"	16 n. p.	A cold.		1 "	
O'Hara, Charles	1846 New York,	"	11 7 years.	"		2 "	
Oliphant, John W.	1834 Lockport,	"	— 4 "			Birth.	Married M. J. Smith. [Asy.
Ormsley, Hannah	1824 Lebanon,	"	—			1 "	Married F. Fox. of Hart.
Ormsley, Anna R.	1824 "	"	—			1 "	Married a semi-mute, J. R. B.
Osterhout, David	1834 Castle,	"	15 4 years.	Inflam'tion in head.		3 or 4 yr.	
Ostrander, Merritt	1822 Manlius,	"	12 9 months.			5 or 6 yr.	Of Irish descent.
O'Toole, Mary	1851 Esopus,	"	12 n. p.	Measles.		Birth.	
Overleiser, Hannah	1849 Albany,	"	2 years.			—	Father's co.
Overton, Phebe	1847 Big Flats,	"	12 7 "	Scarlet fever.		Birth.	Married E. C. Benedict.
Padmore, Sarah Ann	1845 Coram,	"	12 7 "			4 cousins in	
Page, John	1845 Keeseville,	"	—			—	
Page, Thankful	1827 Binghampton,	"	21 4 years.	Disease in head.		1 1/2 years	A bookbinder.
Paige, Anson F.	1839 Freedom,	"	11 8 "			2 older sis.	
Palmer, Rebecca	Cattaraugus,	"	12 5 "	Sickness.		—	
Palmer, Eliza Ann	1827 Rome,	"	12 7 "	Scarlet fever.		—	[March, 1820.
*Paltzgraf, Margaret	1845 Moriah,	"	27 1 "			—	Removed home sick and died
Pangborn, Mary §	1819 New York,	"	11 6 "			1 brother.	Mother became insane.
Pangburn, Emory	1834 Canajoharie,	"	12 7 "			1 sister.	"
Parbut, James	1841 Cooperstown,	"	7 3 "			—	D. S.
Parburt, James	1822 New York,	"	13 1 "			Birth.	
Paridse, Philemon D.	1829 "	"	19 1 "	Sickness.		3 years.	Several years at Hartford.
Parker, Sarah	1818 "	"	1 "			—	
Parker, Mary Ann	1842 Mexico,	"	12 7 "	Gathering in head.		Birth.	
Parker, Charles Wilson	1845 Sandlake,	"	8 n. p.			"	Deafness partial; from Can-
Parker, James W.	1848 Rye,	"	12 n. p.			"	ada.
Parsells, Philip M.	1850 New York,	"	12 n. p.			—	2 or 3 yrs. at Quebec; married.
Parsons, William T.	1850 "	"	14 6 years.			—	
Paterson, James	1838 Quebec,	Ca. E.					

List of Pupils---Continued.

NAMES.	Admitted.	RESIDENCE WHEN ADMITTED.		State.	Age of becoming Deaf.	Cause of Deafness.	Time in the Institution.	D. and D. Relatives.	Remarks.
		Town or City.	County.						
Patterson, Andrew	1847	Streetsville,		Ca. W.	14	6½ years.			
Patten, Hannah M.	1842	Saratoga Spr'gs,	Saratoga,	N. Y.	13	7			
Peck, Charles H.	1829	Columbia,	Herkimer,	"	—	—			
Peck, Angelina	1829	Sempronius,	Cayuga,	"	17	3 years.		1 sister.	
Peck, Charlotte	1829	"	"	"	14	3		1 "	
Pelton, Orrel A.	1836	Perrysburgh,	Cattaraugus,	"	11	6			Married.
Pepinger, Elizabeth	1851	Princeton,	Mercer,	N. J.	13	n. p.		[sister.	
Perkins, Elias	1853	Canton,	St. Lawrence,	N. Y.	15	n. p.		Fathers half	
Perrigo, Joseph H.	1833	Albany,	"	"	23	3 years.		1 sister.	Deafness partial.
*Perrigo, Joama S	1834	"	"	"	15½	2		1 brother.	" married; dead; [consumption.
Perry, Ann Maria	1847	Coburgh,		Ca. E.	10	5			[2nd C. Banks.
Person, Lois E.	1835	Brandon,	Franklin,	N. Y.	11	6			Married 1st a pupil of Hartford,
Persons, Henry	1826	Copake,	Columbia,	"	21	4		1 brother.	Married C. Conner.
Persons, Ward	1826	"	"	"	19	5		1 "	
Persons, Dexter	1829	Orwell,	Rutland,	Vt.	—	—			
Persons, Catherine	1842	Howard,	Steuben,	N. Y.	—	5 years.		2 sisters.	
Phillips, Roxana E.	1825	Bristol,	Ontario,	"	—	—		2 "	Married a pupil of Ohio Inst.
Phillips, Clarissa E.	1825	J. Bristol,	"	"	—	—			
Phillips, Nancy	1826	Johnstown,	Montgomery,	"	16	—			
Phinney, William	1830	Champlain,	Clinton,	"	12	7 years. †		[1 cons.	
*Pickering, Timothy	1830	Champlain,	Franklin,	"	14	5		1 br. 1 sis. &	Killed by a falling tree, Jan., [1840.
Pickering, John Leslie	1840	"	"	"	14	7		1 br. 1 sis. &	A farm laborer.
Pierce, Andrew	1833	New York,	New York,	"	12½	7		[1 cons.	Dead; fever.
*Pierson, Mathias	1825	Orange,	Essex,	N. J.	13	4		32d cos. &c.	
Pinney, Joseph	1845	Cambria,	Niagara,	N. Y.	13	1		Moth. cons.	From French Switzerland.
Piqueron, Louis	1850	New York,	New York,	"	12	n. p.			
Pitt, Charles	1847	Quebec,	Monroe,	Ca. E.	12	5 years. †			
Plass, Catherine D.	1849	Parma Center,	"	N. Y.	12	n. p.		1 sis. & 1 br.	German family.
Platt, Augusta	1852	"	"	"	12	n. p.		1 sister.	"
Platt, Emmon H.	1831	Washington,	Litchfield,	Conn.	20	1 year.			5 years in Hartford Asylum. ?
Plato, Perry	1829	Batavia, [ing.	Genesee,	N. Y.	13	4 years.			A farmer; reported married. ?
Plum, James	1819	Schuyler's Land	Otsego,	"	12	n. p.			A farmer; mar. a deaf mute. ?
Poppino, Harriet	1850	Warwick,	Ulster,	"	25	1 year.			
Postley, Mary	1818	New York,	New York,	"	7	1			
Potter, Maria	1819	"	Dutchess,	"	12	n. p.			
Pottinger, Ann Elizabeth	1852	Rochester,	Monroe,	"	12	n. p.			From England.

Ca. E.	21	2 years.	†	Emigration fever.	4 years.	[pox.
1850 Bolton,	N. Y.	10 7	"	Sickness. ?	6 mo's. ?	[abscess resulting from small
1836 Washington,	"	16	6 months.	"	Birth.	Died at Inst., March 28, 1854 ;
1853 Sodas,	"	12	n. p.	"	"	"
1853 Proseus, Delia	"	14	n. p.	"	"	From France.
1849 Buffalo,	N. J.	13 4	years.	Scarlet fever.	5 years.	Died deranged. [typhus fever.
1825 Morristown,	N. Y.	12 1	"	Scrofulous swellings.	Birth.	Died at home, Sept. 2, 1853 ;
1852 Crown Point,	"	8 3	"	"	1 sister.	Blind of an eye.
1826 New York,	"	16	n. p.	Dropsy in the brain.	1 sis. 2d cos.	"
1853 " "	"	10 5	"	Inflam'tion in head.	1 br., 2d cos.	"
1841 Duaneburgh,	"	12 6	"	Scarlet fever.	3 or 4 yr.	Died, 1853 ; apoplexy.
1838 Shandaken,	"	10 5	"	"	1 year.	"
1840 New York,	N. J.	10 n. p.	"	"	1 brother.	"
1853 Hoboken,	N. Y.	17 5	years.	Sickness.	1 sister.	[1852 ; consumption.
1833 Sodas,	"	31 1	"	Malignant typ'us fev. 4	4 years.	Married C. Relyea ; died Sept.,
1840 " "	"	9 n. p.	"	"	4	"
1844 Chester,	Ca. E.	6 7	years.†	"	Birth.	Married J. Jennings.
1853 Montreal,	N. Y.	15 5	"	"	"	Mar. T. W. Warden, of Hart
1826 New York,	"	15 4	"	"	3 sisters.	Married. [Asy. ; now a widow.
1825 Argyle,	"	16 7	"	"	1 br. & 2 sis.	Married J. Reed. [Asylum.
1823 Shavangunk,	"	14 7	"	Falling into lye. ?	2 yrs. ?	Mar. G. N. Morse, of Hartford
1834 Ulsterville,	"	17 2	"	"	1 brother.	Right arm withered.
1835 " "	"	13 2	"	"	Birth.	"
1836 Belfast,	Penn.	16 5	"	"	Birth.	[farm laborer.
1827 Kingston,	N. Y.	21 2	"	"	2 dist. rela.	Can hear and speak a little ; a
1845 Olean,	"	14 5	"	"	"	Died in the Inst., 1848 ; small-
1831 Parma,	"	12 7	"	"	4 years.	[pox.
1848 Cherry Creek,	"	13 5	years.	Scarlet fever.	2 brothers.	"
1843 Westerloo,	"	15 5	"	"	2	"
1843 Brighton,	"	15 n. p.	"	"	2	"
1846 Caroga,	"	15 n. p.	"	"	18 mo's.	Deafness partial.
1841 Hamilton,	"	12 n. p.	"	"	1 sister.	"
1841 " "	"	10 3	years.	"	2 years.	"
1843 " "	"	9 n. p.	"	"	Birth.	D. S. ; colored ; d. June, 1822.
1848 Champion,	"	"	"	"	"	1st wife of Leverett Spencer.
1851 " "	"	"	"	"	"	"
1849 Oyster Bay,	"	"	"	"	"	"
1819 New York,	"	"	"	"	"	"
1831 Hunter,	"	"	"	"	"	"
1850 New York,	"	"	"	"	"	"

List of Pupils---Continued.

NAMES.	Admitted.	RESIDENCE WHEN ADMITTED.		State.	Time in the Institution.	Cause of Deafness.	Age of becoming Deaf.	D. and D. Relatives.	Remarks.
		Town or City.	County.						
Rodman, Archibald O.	1821	Rondout,	Ulster,	N. Y.	9 4 years.	Epidemic fever.	1 1/2 years Birth.		A blacksmith; married.
Rocmer, Christina	1852	New York,	New York,	"	8 n. p.		"	1 sis. & 1 br.	From Germany.
*Rogers, Sarah	1822	Islip,	Suffolk,	"	21 1/4 years. †		"	1 " "	Dead; consumption. [sump'n.
*Rogers, Mary	1822	"	"	"	18 2 1/2 "		"	2 sisters.	Died at home Dec., 1825; con-
*Rogers, Obadiah	1826	"	"	"	17 1 1/4 "		" ?		Dead; consumption.
Rogers, Joel	1832	Skeneateles,	Onondaga,	"	20 2 "	Sickness.	1 1/2 years Birth.		Removed to Michigan in 1834.
Rogers, Catherine S.	1833	Cedar Creek,	Monmouth,	"	12 6 "		"		{ Twice married, 2nd to N. M. Totten; twice a widow; for- merly assistant maroon and now teacher in the Inst.
Romeyn, Jane Ann	1845	Glenville,	Schenectady,	N. J.	13 7 "		"		
Rose, Mary E.	1818	New York,	New York,	N. Y.	9 8 "		"		
Rosenkrantz, William	1843	Bath,	Steuben,	"	5 "				From Ireland.
Ross, Hubbard W.	1847	Litchfield,	Herkimer,	"	11 n. p.	Swellings.	2 years. Birth.	1 in Ireland.	
Ross, Mary	1848	New York,	New York,	"	12 n. p.			7 cos. of mo.	
Rossman, William G.	1830	Livingston,	Columbia,	"	12 5 years.				
Rowan, Patrick	1849	Bytown,	Orange,	Ca. W.	9 n. p.	Fever.	5 years.		
Rundle, Elnathan	1851	Deepark,	Oneida,	N. Y.	16 n. p.	Blow of an ax.	5 " ?	4 bro. & sis.	Lost an eye by the same disease.
Russell, Tharsey	1824	Vienna,	New York,	"	13 4 years.	Inflam'tion in head.	7 mo's.		Can speak a little.
Ryan, John	1847	New York,	Richmond,	"	10 n. p.	Sickness.			Colored; D. S.
Ryass, Margaret	1826	Staten Island,	New York,	"	10 3 years. †				
Ryer, Margaret	1827	Fort Wash'ton,	"	"	11 5 "				
Ryer, James	1849	New York,	"	"	12 n. p.	Sickness.			
Samas, Jane	1849	Rochester,	Monroe,	"	12 n. p.	Scarlet and typhus	5 or 6 yr. Birth.		[1844; erysipelas. Died in the Inst., Nov. 18,
Sanders, Catherine	1852	Fort Edward.	Washington,	"	12 n. p.	[fever.	6 years.		
Sanford, Julia	1819	Coventry,	Chenango,	"	23 1 year.		10 mo's.		
*Saxton, Maria	1844	New Paltz,	Ulster,	"	20 1 month.				
Scammel, John	1852	New York,	New York,	"	12 n. p.	Convulsions.			
Schryder, Andrew R.	1828	Stirling,	Cayuga,	"	15 4 years.				
Schutt, George Wash'n	1850	Saugerties,	Ulster,	"	12 n. p.	A fall.	18 mo's.		
Scott, Eliza	1829	Cherburne,	Chenango,	"					
Scovell, Franklin	1824	Williamson,	Wayne,	"	16 "		Birth.	1 sister.	
Scovell, Laura	1824	"	"	"			"	1 brother.	
Servanton, Mary &	1823	Schoharie,	Schoharie,	"	10 3 years. †				
Seaman, Ellen A.	1848	Jerusalem,	Yates,	"	16 5 "	Scarlet fever.	18 mo's.	1 brother.	
Seaman, Charles P.	1851	"	"	"	13 n. p.	"	18 "	1 sister.	Removed to Illinois.
Searl, William M.	1829	Martinsburgh,	Lewis,	"		Sickness.			Imbecile.
Selley, Ira C.	1825	Worcester,	Otsogo,	"	17 3 months.				Two brothers hard of hearing.
Seymour, Hannah	1844	Vienna,	Oneida,	"	14 5 years.	Fits.	2 w'ks.	1 sister.	

1853	Gaines, Shamp, Fidelia	Orleans, Westchester,	N. Y.	18 n. p.	Sickness.	3½ years. 11 mo's.	
1843	Peekskill, Shannon, Hugh	Richmond,	"	136 years.	Gathering in head.	1 niece.	
1821	*Sharot, William	New York,	"	183 "		1 uncle.	
1845	New York, Sharot, Ann Elizabeth	Suffolk,	Mass.	127 "	Sickness.	Birth.	[L., of Hartford Asylum. See Hartford list; mar. G. H. Father from Ireland.
1834	Boston, Sharp, Ann	Lewis,	N. Y.	211 "		2 years.	
1853	Watson, Shaw, John	New York,	"	13 n. p.		Birth.	
1838	New York, Sheldon, John	Oneida,	"	2 years.		1 brother.	
1851	Whitestown, Shepley, Jabez	"	"	24 n. p.		1 "	[private school for deaf mutes. Teacher in D. E. Bartlett's
1851	"	Monroe,	"	15 n. p.			
1839	Rochester, Sherlock, Elizabeth	Niagara,	"	127 years.	Gathering in head.	6 mo's.	
1849	Wilson, Sherman, Lavina	Ulster,	"	174 "		Birth.	Removed to Illinois.
1818	Woodstock, Sherwood, Harriet	"	"	143 "		"	"
1819	"	"	"	93 "		"	"
1819	"	"	"	73 "		"	"
1829	New York, Shotwell, John	New York,	"	145 "		"	Laborer at the Institution. From Germany.
1848	Marion, Shuester, Peter	Wayne,	"	18 n. p.		1 br. & 1 sis.	
1851	"	"	"	12 n. p.		"	
1837	Chemung, Simkins, Miron	New York,	"	137 years.		"	[1849; lingering consumption. A cripple; died at the Inst.,
1844	New York, *Simlar, John	Ortogo,	"	134½ "		"	
1837	Oncanta, Simons, Phebe Ann	Bergen,	N. J.	143 "		6 mo's.	A farmer.
1818	Bergen, Sip, Richard	Albany,	N. Y.	184½ "		Birth.	
1830	Guilderland, Siver, Peter	Ulster,	"	145 "		"	Mar. A. Conklin Cole. ?
1837	New Paltz, Skelly, Bridget	New York,	"	127 "		"	
1848	New York, Skelly, Elizabeth	Westchester,	D. C.	134 "	[treatment, medical	Birth.	Several years in Virginia Inst. [defect.
1835	Rye, Skinner, Fanny	Queens,	N. Y.	161 "	Unskillful	1 aunt.	Not deaf, but mute from mental A laborer.
1848	Washington, Slater, William L.	Queens,	"	135 "	A cold.		
1835	Rye, Smart, Frankln	Montgomery,	"	116 "			
1839	Flushing, Smith, John	Queens,	"	15 "			
1826	N. Hempstead, Smith, Mary (Robbins)	Queens,	"	126 years. †			
1827	Hector, Smith, Minard	Tompkins,	"	15 "			
1827	Marion, *Smith, Etheldred	Twiggs,	Ga.	211 year.			[phant.
1833	De Kalb, Smith, Mary Jane	St. Lawrence,	N. Y.	185 "	A cold.	12 yrs.	Semi-mute; married J. W. Oli-
1833	Warwick, Smith, Joseph H.	Orange,	"	107 "	A fall.	2½ "	
1833	Pompet, Smith, Harriet N.	Chautauque,	"	146 "	Ulcers in head.		Married.
1842	Minden, Smith, James Oliver	Montgomery,	"	127 "	Scarlet fever.	6 mo's.	
1844	Bethany, Smith, Wilber	Genesee,	"	174 "		Birth.	[tally deaf afterward. Became partially deaf and to-
1847	Brooklyn, Smith, Sylvanus B.	Kings,	"	15 n. p.		"	[tent fever.
1849	Jonesville, Smith, Moses	Saratoga,	"	153 years.	Scrofula.	5 years.	Died at the Inst., 1851; remit-
1849	Albany, Smith, Fanny	Albany,	"	12 n. p.	Scarlet fever.	3 or 4 yr.	
1850	Rochester, *Smith, Mary Ann	Monroe,	"	131 year.			

List of Pupils---Continued.

NAMES.	Adm.	RESIDENCE WHEN ADMITTED.		Age in the Institution.	Cause of Deafness.	Age of becoming Deaf.	D. and D. Relatives.	Remarks.
		Town or City.	County.	State.				
Smith, William Stephen	1852	Rouse's Point,	Clinton,	N. Y.	n. p.	—		Deafness partial; idiotic.
Snediker, Daniel W.	1852	Fushing,	Queens,	"	n. p.	Birth.	[relatives.	Died Sept., 1852.
*Snyder, Catharine	1834	Schoharie,	Schoharie,	"	22 2 years. †	8 years.	1 br. & other	Died at the Inst., Sept., 1837; [dysentery.
*Soper, James	1837	Peekskill,	Westchester,	"	10 2 weeks.	2 "	1 br. & other	
Southwick, John T.	1840	Albany,	"	"	11 7 years.	Birth.	1 br. & other	
Southwick, Edwin	1847	"	"	"	11 n. p.	2 years.	[relatives.	
Spafford, Emily §	1835	Bergen,	Genesee,	"	14 7 years.	—		[home, Oct., 1829.
*Spalding, Harry	1826	Romulus,	Seneca,	"	20 3 "	2 years.		Died two days after reaching
Spalding, Paulina	1839	Lowville,	Lewis,	"	4 "	2 "		
*Spier, Stewart W. §	1824	Ballston,	Saratoga,	"	12 8 "	2 "		Died about 1837; consump'n.
Spencer, Leveritt	1823	Madison,	Madison,	"	13 6 years. †	Infancy	1 br. & 1 sis.	A farmer; married 1st F. Rob-
Spicer, Allen W.	1836	Hoosick,	Rensselaer,	"	12 7 "	Birth.	1 " " 1 "	[nson, 2nd S. Bortle.
Spicer, Devotion W.	1845	"	"	"	11 6 years. †	"	2 brothers.	[D. and D.; mar. I. Milhench.
Spicer, Sarah Frances	1848	"	"	"	12 n. p.	"	1 sister.	A teacher in the S. C. Inst. for
Springs, Richard C.	1819	Harrisburgh,	Lancaster D.,	S. C.	13 2 years.	"	1 brother.	[dysentery.
Stanton, Isaac	1819	Poughkeepsie,	Dutchess,	N. Y.	20 6 months.	"		Died at the Inst., Sept., 1845;
*Stanton, Margaret	1840	New York,	New York,	"	12 6 years.	"		
Staples, William	1822	Ridgefield,	Fairfield,	Conn.	20 2 "	"		From Ireland.
Stauring, Robert	1845	Danube,	Herkimer,	N. Y.	16 5 "	"		Somewhat paralytic.
Steel, Catherine	1852	Brooklyn,	Kings,	"	12 n. p.	"		
Steele, George	1830	Movers,	Clinton,	"	11 5 years.	"		
Stewart, Eliza	1834	New Brunswick,	Middlesex,	N. J.	12 5 "	6 years.		
Stewart, Harriet	1830	Hillsdale,	Columbia,	N. Y.	14 5 "	"		[1852.
Stewart, Fletcher	1835	Malone,	Franklin,	"	13 n. p. †	3 years.	1 br. & 1 cos	A seamstress; readmitted in
St. John, Charles	1843	"	"	"	13 7 years.	2 "	1 sis. & 1 cos	
Stock, John	1853	New York,	New York,	"	8 n. p.	Birth.		From Germany; married.
Storms, John	1844	"	"	"	14 5 years.	5 years.	[tially deaf.	
Storey, James Edwin	1852	Pascack,	Bergen,	N. J.	14 n. p.	4 "	1 aunt par-	
Strong, Joel Judson	1850	Cherry Valley,	Otsego,	N. Y.	13 n. p.	Infancy		Blind of an eye.
Strong, Alex. Hamilton	1830	Malone,	Franklin,	"	12 5 years.	15 mo's.		[Asylum.
Strong, Charles Wms.	1833	Newburgh,	Orange,	"	14 2 "	2 years.		Had been 3 years in Hartford
Stryker, Alfred	1852	Rutland,	Monmouth,	Vt.	13 n. p.	18 mo's.	[and aunt.	
Sullivan, Catherine	1850	Middletown,	New York,	N. J.	16 n. p.	Birth.	1 bro., 2 sis.	
Swain, Betsey	1842	New York,	New York,	N. Y.	11 7 years. †	"	1 brother.	Married? Michigan or Iowa.
	1827	Royalton,	Niagara,	"	24 1 "	"		

Swain, Russell	1827	Royalton,	Niagara,	N. Y.	22	1 year.	—	—	1 sister.	Married ? Michigan or Iowa.
Swan, Geo. Washington	1823	New York,	New York,	"	9	"	—	—	1 sister.	From Germany.
Swartz, Jacob	1850	Brooklyn,	Kings,	"	12	n. p.	Whooping cough.	Birth.	2 years.	Married John Denton.
Swayland, Frederick	1836	New York,	New York,	"	10	7 years.	Inflam'tion of limb.	3 1/2 "	3 1/2 "	A shoemaker,
Sweet, Martha	1833	Moran,	Saratoga,	"	13	6 "	Congestion of brain.	6 "	6 "	Several years at Hart. Asy.
Sweet, Charles	1852	Whitehall,	Washington,	"	12	n. p.	—	—	2 years.	Mar. G. Homer; of Hart. Asy.
Sweetman, Joseph	1842	Cortlandville,	Cortland,	"	12	7 years.	—	—	2 "	Mar. A. McGraw; both dead.
Swift, Susan	1831	Washington,	Dutchess,	"	14	4 "	Scrofula.	Birth.	Birth.	A farmer; married E. Mather.
Swift, Ann Maria	1835	Manlius,	Onondaga,	"	9	7 "	Sickness.	"	"	1 sis. un 2 an
*Taber, Silence	1828	Scipio,	Cayuga,	"	12	5 years.	—	—	"	1 bro, 1 un.
Taber, Samuel A.	1841	"	"	"	12	7 "	—	—	"	[& 2 aunts.
Taber, Silence	1843	"	"	"	21	4 "	—	—	"	1 sister.
Taber, John Henry	1840	Sandlake,	Rensselaer,	"	20	n. p.	—	—	Birth.	1 brother.
Tainter, John	1846	Stockbridge,	Madison,	"	13	n. p.	Gathering in head.	2 years.	2 years.	"
Tallman, Sarah E.	1853	Buffalo,	Erie,	"	12	n. p.	Sickness.	Birth.	Birth.	"
Tanner, Jane	1849	Fulton,	Schoharie,	"	8	6 years.†	—	—	1 "	"
Tanner, Helena	1852	"	"	"	11	4 "	—	—	1 "	"
Taylor, George	1828	Hobart,	Delaware,	N. Br.	11	4 "	—	—	Birth. ?	"
Taylor, James	1846	St. Johns,	"	"	9	4 "	—	—	2 years.	"
Taylor, Susan Maria	1846	George	"	N. Y.	11	n. p.	—	—	2 years.	Married.
Teller, Michael	1853	Canajoharie,	Montgomery,	"	14	4 years.	Rosebug in ear.	—	2 years.	From England.
Terry, Mary E.	1835	Riverhead,	Schoharie,	"	13	n. p.	—	—	2 years.	Imbecile.
Theobald, Helen	1851	Trenton,	Suffolk,	"	10	3 "	Gathering in head.	—	—	D. S.
Thomas, Clark	1838	Bloomville,	Oneida,	"	19	4 "	Disease of head.	—	—	A semi-mute.
Thompson, John	1833	New York,	Delaware,	"	12	3 months.	—	—	7 years.	Not deaf but idiotic and dumb.
Thompson, John	1845	South Chilo,	New York,	"	12	n. p.	—	—	5 years.	[lung fever.
Thompson, Elizabeth	1818	Conn. Farms,	Monroe,	"	8	"	—	—	6 "	Died at the Inst., Feb., 1842;
Thompson, Elizabeth	1823	Maryland,	Essex,	N. J.	22	1 "	—	—	1 "	Imbecile.
Thompson, Catherine	1823	Orleans,	Oscego,	N. Y.	20	n. p.	Scarlet fever.	—	Birth.	Several years in the Vir. Inst.
Thorn, Elizabeth	1853	Ridgeway,	Orleans,	"	14	n. p.	—	—	7 years.	[asylum, 1844.
Thorne, William	1819	Fishkill,	Dutchess,	"	12	n. p.	Fever.	—	5 years.	Colored; died in the lunatic
Thorne, Emily	1851	Jamesville,	Onondaga,	"	12	n. p.	Scarlet fever.	—	6 "	A semi-mute.
*Thurston, Mary §	1835	Columbia,	Herkimer,	"	8	"	—	—	1 "	"
Tice, Margaret	1832	Paterson,	Passaic,	N. J.	20	n. p.	—	—	Birth.	"
Tillinghast, Thomas H.	1853	Fayetteville,	"	N. C.	12	n. p.	—	—	1 "	"
Tillinghast, David R.	1853	"	"	"	2 1/2	years.	—	—	13 yrs.	"
*Tim, James	1841	Brookhaven,	Suffolk,	N. Y.	21	4 years.	—	—	—	"
Timmerman, Mary	1823	Manheim,	Herkimer,	"	15	2 "	Dropsy in head.	—	—	"
Titus, Peter	1826	Saratoga Spr'gs,	Saratoga,	"	21	4 years.	—	—	—	"
Toles, Mary	1851	Arkwright,	Chautauque,	"	15	2 "	—	—	—	"

List of Pupils---Continued.

NAMES.	Admitted.	RESIDENCE WHEN ADMITTED.		State.	Age in Institution.	Cause of Deafness.	Age of becoming Deaf.	D. and D. Relatives.	Remarks.
		Town or City.	County.						
Tompkins, Ellen M.	1847	Auburn,	Cayuga,	N. Y.	12 n. p.	Sickness.	6 years.		
*Toohey, John	1828	New York,	New York,	"	79 years. †	A fall.	3 "		Dead; consumption.
*Totten, Nathan M.	1828	Huntington,	Suffolk,	"	126 "		Birth.		12 yrs. a teacher in the N. Y., N.
Townsend, Timothy D.	1825	New York,	New York,	"	610 " †	A cold.	2 years.		In Ohio. [C. & Ill. Inst.; mar.
Townsend, Jonathan	1842	Mount Morris,	Livingston,	"	3 "				[M. E. Rose; d. Sept.
Trainer, Mary	1830	New York,	New York,	"	106 "				[1851; dysentery.
Trist, Thomas Jefferson	1852	"	"	"	23 n. p.	Scarlet fever.	Infancy		8 years in Philadelphia Inst.
*Tuttle, Dinah §	1834	Seneca,	Ontario,	"	143 years.	Whooping cough.	"		Went home sick and died of
Tuttle, Francis Marion	1852	"	"	"	13 n. p.		Birth. ?		[consumption.
Vail, Ann Maria	1840	Goshen,	Orange,	"	127 years.		"	2 brothers.	Married.
Vail, Lewis S.	1843	"	"	"	127 "		"	1 br. & 1 sis.	A bookbinder.
Vail, Sidney J.	1849	New York,	New York,	"	11 n. p.	Gradual decay.		1 " " "	
Valentine, Jacob	1819	Hempstead,	Queens,	"	151½ years.				
Van Benschoten, Law-	1836	New York,	New York,	"	109 "	Dropsy in head fr. fall 1 year.			Monitor in school a year or two.
Van Cleft, Keturah	1822	Minisink,	Orange,	"	106 "				
Van Cortland, Wash'on	1851	Pinesbridge,	Westchester,	"	12 n. p.		Birth.		
Vandell, Emily	1831	"	Richmond,	"	105 years.		"	2 brothers.	
Vandenburgh, Garret J. §	1825	Watervliet,	Albany,	"	19 "			[other rela. A domestic at the Institution.	
Vandenburgh, Isaac L. §	1834	"	"	"	95 years.		"	1 broth. and A farmer; m. A. M. Lagrange.	
*Vandenberg, Isaac	1826	Half Moon,	Saratoga,	"	116 "		"	1 broth. and Hears and speaks imperfectly.	
Vanderbeck, John Ed.	1837	New York,	New York,	"	126 "		"	[other rela. Died at the Inst. Nov. 12, 1831;	
Vanderbeck, Eliz'h Ann	1843	"	"	"	216 "		"	1 s, mo's an A tailor. [bowel complaint.	
Vanderwerken, Marg'ret	1841	Cincinnati,	Cortland,	"	191 "		"	2 sisters.	
Vanderwerken, Mary	1841	"	"	"	174 "		"	2 "	
Vanderwerken, Dorcas	1841	"	"	"	103 "		"	2 "	[1840.
*Van Norder, Nelson	1837	Troy,	Rensselaer,	"	111 week.	Erysipelas.	1 year.	[gr-moth.	Run over by a rail-car, Dec.,
Van Olinda, Mary Jane	1853	Albany,	Albany,	"	106 years.		Birth.	2 cousins of	Removed by friends, being too
Van Riper, John	1837	Paterson,	Passaic,	N. J.	163 "				[small and feeble.
*Van Salsbury, Lucretia	1839	Castleton,	Rensselaer,	N. Y.	173 "				Died at the Inst., May, 1842;
Vanscoy, Jonathan	1832	Greenville,	Greene,	"	233 "				[disease of spine.
Vanscoy, Jason	1832	"	"	"	193 "			2 br. & 1 sis.	
Vanscoy, Jane	1832	"	"	"	193 "			2 " " "	
Vanscoy, George	1840	"	"	"	193 "			3 brothers.	
Vantine, Charles W.	1846	New York,	"	"	12 n. p. †			2 br. & 1 sis.	Married Joanna Bentley.
Van Velsor, Isaac	1848	"	"	"	17 n. p.			1 cousin.	Hears and speaks a little.
Van Wagaman, Corne's	1819	Pompton,	Bergen,	N. J.	3 years. †				

* Van Wickle, Jane	1827 Almond,	Alleghany,	N. Y.	17 3 years.			Birth.	[2d cousin.	Helpless through nervous trem-
Van Zandt, Elizabeth	1847 Watervliet,	Albany,	"	13 n. p.			"	1 bro. and 1	bling.
Van Zandt, Levinus W.	1851 "	"	"	12 n. p.			"	1 sister & 1	
Varnio, William	1833 Plattsburgh,	Clinton,	"	5 years.			3 1/2 years	[2d cousin.	
Vermilyea, John B.	1818 New York,	New York,	"	97 "	Fits.				D. S.; a cabinet-maker.
Vincent, Alphonso	1820 Norfolk,	New York,	"	6 months.					Not deaf but idiotic.
Vine, John	1844 Rotterdam,	Schenectady,	Va.	14 5 years.			Birth.		A laborer.
Vossler, Dorothy	1850 North Branch,	Somerset,	N. Y.	11 n. p.	Scarlet fever.		3 years.		
Wait, Selah	1841 Preston,	Chenango,	N. Y.	7 years.				[par. deaf.	A teacher in the Illinois Inst.
Wake, William	1818 New York,	New York,	"	8 10 "				Another child	D. S.
Waldron, Warren	1846 Northumberland	Saratoga,	"	124 "			Birth.		Hereditary nervous trembling.
Walker, Stephen	1839 Masonville,	Delaware,	"	122 months.			"		Not entirely deaf; helpless from
Wallace, Jennette	1843 New York,	New York,	"	127 years.			"		Removed to Geneva, N. Y.
* Wallace, Orville L.	1845 Stockholm,	St. Lawrence,	"	144 "					Run over by a rail train, Oct.,
Walter, Gertrude C.	1848 New York,	New York,	"	7 n. p.	Disease in head.		17 mo's.		1849, while returning to school
* Ward, Nathaniel	1818 "	"	"	10 5 years.			Birth.		Drowned skating. [after vaca.
Ward, Sarah	1835 "	"	"	2 "	Sickness.				
Ward, Thomas	1851 West Farms,	Westchester,	"	7 n. p.					
Wardline, Jonathan	1818 New York,	New York,	"	10 8 years.†	Dropsy in head.		5 mo's.		
Waring, Magdella	1843 "	"	"	25 1 "			Birth.	1 br. & 1 sis.	From England.
Warren, Frances	1840 Delhi,	Delaware,	"	15 1 "					
Warren, Almira	1851 Albany,	Albany,	"	10 n. p.	Sickness.				
Warts, Louisa Ann	1847 New York,	New York,	"	12 n. p.	"		10 yrs.		
Washburn, Eliza	1851 Sing Sing,	Westchester,	"	12 n. p.			Infancy		[mutes in Alabama.
* Waste, Lily L. §	1835 Greenfield,	Saratoga,	"	23 3 years.	Sickness.		Birth.	[mother.	Teacher in a school for deaf
Waterson, James A.	1833 Vernon,	Oneida,	"	127 "				? 2nd cous. of	
Watts, Mary Ann	1835 Castile,	Genesee,	"	192 "	Convulsions. ?				
Way, Jemima	1818 New York,	New York,	"	20 1 "	Sickness.				
Wayland, Sarah E.	1827 "	"	"	107 "			Birth.	2 sisters.	Philadelphia Institution.
Wayland, Mary A.	1827 "	"	"	87 "			"	2 "	Mar. J. Carlin, pupil of Phil-
Wayland, Anna M.	1838 "	"	"	127 "			"	2 "	Married J. W. Compton, pupil
Weaver, John	1843 Ballston Spa,	Saratoga,	"	16 5 "					[of Hartford Asylum.
* Webster, Elizabeth	1829 Woodbridge,	Middlesex,	N. J.	165 "			Birth.	2 sisters.	Died deranged.
* Webster, Martha Ann	1829 "	"	"	141 "			"	2 "	[1830.
Webster, Hannah	1830 "	"	"	125 1/2 "			"	2 "	Died at home during vacation,
Webster, John S.	1839 New York,*	New York,	N. Y.	147 "			"	2 "	Now in N. J. lunatic asylum.
Webster, Charlotte H.	1840 "	"	"	126 "			"	1 "	From England; cabinet-maker
Webster, Ahira G.	1845 Fredonia,	Chautauque,	"	167 "	Inflam'tion in head.		1 1/2 years	1 brother.	"
Webster, Joseph	1850 Flemington,	Hunterdon,	N. J.	12 n. p.			Birth.	1 father par-	tially deaf.
Wederhold, Catherine	1853 New York,	New York,	N. Y.	12 n. p.	Teething.		15 mo's.	Parents Germans.	

List of Pupils---Continued.

NAMES.	RESIDENCE WHEN ADMITTED.			Age of becoming Deaf.	Cause of Deafness.	Time in the Institution.	D. and D. Relatives.	Remarks.
	Town or City.	County.	State.					
<i>Weeks, Julia</i>	1825 Penfield,	Monroe,	N. Y.	—	—	—	[totally deaf.	
Weeks, William Henry	1841 Yorktown,	Westchester,	"	12 years.	Scarlet fever.	7 years.	A cos. par-	A teacher in the Institution.
Weeks, Timothy	1849 Athens,	Greene,	"	12 n. p.	"	12 n. p.	1 sister.	
Welch, Lewis	1853 Ogdensburgh,	St. Lawrence,	"	15 years.	Inflam'tion in head.	6 years.	1 brother.	Married B. Cilley.
Wells, Miriam	1839 Fort Ann,	Washington,	"	12 n. p. †	—	12 n. p. †	—	Monitor one year; now a pupil [in the high class.
Wells, James S.	1844 New York,	"	"	12 n. p.	—	12 n. p.	A laborer.	
Wells, Rhoda Ann	1851 Clarkson,	Monroe,	"	18 4 years.	—	18 4 years.	—	Superintendent in bookbindery
Westcott, Charles	1832 Clarkston,	Monroe,	"	10 7 "	—	10 7 "	—	Partially deaf. [at the Inst.
Westcott, Susan	1833 Ithaca,	Tompkins,	"	19 6 months. ?	—	19 6 months. ?	—	
Westervelt, Richard	1836 Poughkeepsie,	Dutchess,	"	11 5 years.	A fall.	11 5 years.	—	
Wetherbee, Daniel, Jr.	1827 Oxford,	Chenango,	"	25 n. p.	—	25 n. p.	—	
Wetteroth, John W.	1850 New York,	New York,	"	12 5 years.	—	12 5 years.	—	
Weyant, Harriet C.	1843 Binghampton,	Broome,	"	18 3 "	Sickness.	18 3 "	—	
Wheaton, Reuben	1820 Norwich,	Chenango,	"	9 3 "	—	9 3 "	—	
Wheeler, James L.	1835 New York,	New York,	"	18 2 "	—	18 2 "	—	
*White, John, Jr.	1818 Albany,	Albany,	"	18 2 "	—	18 2 "	—	
White, Catharine	1833 Plattsburgh,	Clinton,	"	12 7 "	Gathering in head.	12 7 "	—	
White, Ann Eliza	1841 New York,	New York,	"	10 6 "	Sickness.	10 6 "	—	
Whitney, Joshua D.	1825 Binghampton,	Broome,	"	20 5 "	—	20 5 "	—	
Whitney, Marcus	1833 Henderson,	Jefferson,	"	15 4 "	—	15 4 "	—	
Whitney, Harriet	1843 Schroon,	Essex,	"	13 7 "	—	13 7 "	—	
Whitten, Daniel M.	1843 Mamakating,	Sullivan,	"	17 n. p.	—	17 n. p.	—	
Wiggins, Mary Jane	1849 Deepark,	Orange,	"	14 4 "	—	14 4 "	—	
Wilcox, Catharine	1822 Manlius,	Onondaga,	"	13 5 "	—	13 5 "	—	
Wilcox, John	1822 "	"	"	11 5 "	—	11 5 "	—	
Wilder, Austin M.	1847 Alabama,	Genesee,	"	16 5 "	—	16 5 "	—	
Wilder, Zeruiah D.	1847 "	"	"	12 n. p.	A cold.	12 n. p.	—	
Wileman, Sarah V.	1835 Manlius,	Onondaga,	"	19 1 year.	—	19 1 year.	—	
Wiley, Jerusha	1833 Clinton,	Dutchess,	"	8 12 "	—	8 12 "	—	
Wiley, Sarah Lucinda	1849 Essex,	Essex,	"	9 3 "	—	9 3 "	—	
Wilkeyson, William	1819 New York,	New York,	"	12 5 "	—	12 5 "	—	
Wilkins, N. Denton	1839 Brooklyn,	Kings,	"	12 5 "	—	12 5 "	—	
Williams, William	1818 New York,	New York,	"	12 5 "	—	12 5 "	—	
Williams, Laura	1833 Troy,	Rensselaer,	"	30 2 "	—	30 2 "	—	
Williams, Eunice	1833 Orange,	Essex,	N. J.	—	—	—	—	

Williams, Elizabeth	1846 Orange,	N. J.	12½ years.	Hereditary.	Birth.	{ Fa. moth/ 2 sis. 1 br.	{ Mother of this family is sister to Eliz'beth Harrison, & aunt to Jane and Fanny Arnold.
Williams, Harriet	"	"	12 n. p.	"	"	{ and many other rel.	Colored.
Williams, Margaret E.	1848 Wyoming,	N. Y.	12½ years.	Scarlet fever.	9 mo's.	2 cousins.	Several years in Virginia Inst.; [a pupil in the high class.
Williams, Ann A.	1851 Albany,	Va.	20 n. p.	"	Birth. ?	"	"
Williams, Thomas J.	1853 Matthews,	N. Y.	22 n. p.	"	"	"	"
Williamson, Mary Ann ^{ss}	1852 Warren,	"	21	"	"	"	"
Willis, Maria	1847 Gravesend,	"	126 years.	"	"	"	"
Willis, Silas	1846 Lyons,	"	173 "	"	"	"	"
Williston, Thaddeus	1847 Wells,	"	212 "	"	"	"	"
Wilson, David	1845 Ithaca,	"	135 "	"	"	"	"
Wilson, Nathaniel H.	1847 Southport,	"	17 n. p.	Disease in head.	7 or 8 yr.	{ a cousin. An aunt &	Some yrs. in Philadelphia Inst.
Wilson, Thomas	1829 Portsmouth.	Va.	3 years. †	Sickness.	Birth.	"	Five "
Wilson, Ursula	1830 Portland,	N. Y.	165 "	"	"	"	Married J. Darrow.
Wilson, Alicia	1829 Hoosick,	"	105 "	"	"	1 sister.	Semi-mute; a dressmaker.
Wilson, Isabella	1831 Newburgh.	"	3 "	"	"	1 "	"
Wilson, Joseph King	"	"	127 "	"	"	"	"
Winslow, Catherine B.	1833 Johnsonsburgh,	N. J.	272 "	"	Birth.	{ a cousin. ? An aunt &	"
Winstead, James H.	1847 Fishkill,	N. Y.	10 n. p.	Inflam'tion in head.	1 year.	1 br. un. au.	A printer.
Witschief, John	1843 Pierrepont,	"	107 years.	Whooping cough.	2 years.	1 brother.	"
Wood, Lucien D.	1845 New York.	"	7 n. p.	Serofula.	5 mo's.	"	"
Wood, Evelyn P.	1830 Auburn,	"	12½ years.	Gathering in head.	8 "	2 cousins.	Married D. M. Whitten.
Woodford, Ahmira	1853 Syracuse.	"	12 n. p.	"	Birth.	{ 2 gr. un. on fath's	"
Woodward, Wealthy	1846 Sherburne.	"	115 years.	Scarlet fever.	10 mo's.	{ side. 3 daugh'ts.	A domestic in the Institution.
Woodward, Eliza P.	1849 Naples,	"	134 "	"	"	3 sons and	Married Jane Fullerton.
Woodward, Rhoda	1851 Vienna,	"	12 n. p.	Sickness.	"	{ Fa. moth 5 br. & sis	[Harrison; 2nd O. Lynnan.
Works, Sayles	1833 New Paltz.	"	135 years.	"	Birth. ?	{ & 6 uncles | & aunts.	[at N. Y. Inst.; married 1st E. Form'ly master of tailor's shop
Works, William S.	1822 Salina,	"	164½ "	"	"	"	Married J. W. Mumby.
Works, Martha Jane	1847 Hamubal,	"	155 "	"	"	"	"
Works, Mary Ann	1848 "	"	135 "	"	"	"	"
Wright, William P.	1851 Booneville.	"	13 n. p.	"	"	"	"
Wyckoff, Samuel B.	1844 Booneville.	"	156 years. †	"	"	"	"
Young, Louisa A.	1825 Blenheim,	"	14	Sickness.	2 years.	"	"
Youngs, Edward S.	1829 New York,	"	510 years. †	"	Birth.	"	"
	1853 Flatbush,	"	12 n. p.	"	"	"	"

SUMMARY OF THE FOREGOING LIST, AND REMARKS.

The whole number of names is 1,165, whereof 119 were pupils of the Central Asylum at Canajoharie, 55 of them having been members of both schools, making the pupils of the New York Institution, from May, 1818, to January 1, 1854, 1,101.

The average age at admission was a little less than fourteen years. Of the whole number whose ages are on record, ninety-eight were under ten when admitted, ninety-three were between twenty and twenty-six, four were between twenty-six and thirty, and three were of thirty years and upward. The great majority were between eleven and sixteen years. The lowest age for the admission of State pupils was ten years till 1838, and twelve years since.

We have no information as to the term of instruction of the pupils at Canajoharie, who were not also pupils at New York, nor in the case of such of the latter as left Canajoharie before the union of the schools. The 813 dismissed pupils whose term is recorded were in school on an average about four and a half years each. The classification as to time of instruction is as follows :

Less than one year,	39	Six years,	94
One year and under two,	73	Seven years,	165
Two years, (some a little over,)	51	Eight years,	20
Three years, (do. do.)	81	Nine years,	8
Four years, (do. do.)	101	Ten years,	7
Five years,	173	Twelve years,	1

If those who staid less than three years be put out of the calculation, the average time of the rest will be nearly five and one-half years.

From this statement it appears that about one-thirtieth part of all who enter the Institution, remain only a few weeks or months, and about one-tenth part remain less than two years, the removals being sometimes on account of ill health, sometimes as being too advanced in years to learn,

and more rarely for original incapacity.* Those who continue to the full regular term, seven years, are only about one-fourth, or of the later pupils, perhaps one-third of the whole.

Of the whole number, 112 are marked as deceased, but on this point, our information is very incomplete. The real number of deaths is probably much larger. The deaths in the Institution, by disease, to Jan. 1, 1854, were eleven males and nineteen females; an average for the whole thirty-five years and eight months of 1 in 125 annually. During the first eleven years, while the Institution remained in the heart of the city, the annual average of deaths was 1 in 77. During the next ten years, for most of which time the exhalations from a great public burying-ground near the Institution annoyed its inmates during the hot months, the annual average of deaths was 1 in 120. Since this nuisance has ceased, or during the last fifteen years, this average has been only 1 in 204.

The following table of the mortality among the pupils of the four largest American institutions for the deaf and dumb for ten years, includes those who were accidentally killed while pupils and those who went home sick and died, or sickened and died in vacation, so far as known, as well as those who died at the several institutions. For the New York Institution, the ten years are taken from December, 1843, to December, 1853; for the American Asylum from May, 1843, to May, 1853; for the Pennsylvania Institution, from January, 1843, to January, 1853. For the Ohio Asylum, from December, 1842, to December, 1852, being, in each case, the last ten years for which the reports were at hand.

* Seventeen of the whole number were idiots, most of whom were not deaf, but dumb from mental defect. A few others not idiotic, or still capable of instruction, were mute though not deaf.

MORTALITY IN THE AMERICAN INSTITUTIONS.

INSTITUTIONS.	Annual average number of pupils.			Deaths in ten years.			Rate of mortality.		
	Males.	Females.	Total.	Males.	Females.	Total.	Males.	Females.	Total.
New York,...	127.9	97.2	225.1	9	11	20	1:142	1:88	1:112.5
Hartford,...	104.8	86.5	191.3	10	13	23	1:105	1:67	1:83.2
Philadelphia,*	64.6	55.6	120.2	6	10	16	1:108	1:56	1:75
Ohio,	65.4	50.8	116.2	5	6	11	1:130	1:85	1:106
Aggregates,	362.7	290.1	652.8	30	40	70	1:121	1:73	1:93

It should be observed that the rate of mortality in the New York Institution was less favorable during the first ten or fifteen years of its existence, than during the last ten, while with the Institutions of Hartford and Ohio, the case was just the reverse. The most favorable result, so far as we have returns, seems to be in the Kentucky Asylum.† In the others, not included in the above table, the rate is hardly as favorable as in New York and Ohio. But a fair comparison in this respect can not be made between large institutions and those that are small, or of comparatively recent origin.

The pupils in each institution were, with few exceptions, between the ages of ten and thirty, and the majority between the ages of fifteen and twenty.

According to the census of Maryland for 1850, we find the proportion of deaths among the white population between the ages of ten and twenty to be, of males, 1 in 195; of females, 1 in 189; of both sexes, 1 in 192. Between twenty and thirty, these proportions were, of males, 1 in 143; of females, 1 in 125; of both sexes, 1 in 134. For the aggregate population between 10 and 30 years, the yearly deaths were,

* Is the unfavorable result for the Philadelphia Institution to be ascribed to its location in the heart of a great city, thus restricting its pupils in facilities for exercise in the pure open air? The rate of mortality in the New York Institution, while it remained in the heart of the city, was much greater than now.

† There was but one death by disease in that Asylum during fourteen or fifteen years, to 1851 or 1852, with an average of forty to fifty pupils. On the other hand, in the Indiana Asylum, there were seven deaths in seven years, from 1847 to 1853 inclusive; average number of pupils about one hundred.

of males, 1 in 167 ; of females, 1 in 153 ; of both sexes, 1 in 160.

From this statement it results that among the deaf and dumb between the ages of ten and thirty, the mortality of males is about twenty-five per cent. greater than among an ordinary healthy population of the same sex and ages, and that of the females full twice as great. In Ireland, also, the greatest mortality of the deaf and dumb is among females, for, while the males are to the females nearly as four to three, the deaths of females exceed those of males as six to five. This would make among the female deaf and dumb of all ages, in that country, about one death annually in thirty-nine, while among the males there is only about one in sixty-two.

We may perhaps estimate that the deficiencies in the census returns if supplied, would nearly do away with the difference against the male deaf and dumb, but the difference against the health of female deaf mutes would still remain very large, and it is to be observed that the few calculations of this kind we have, founded on European returns, indicate a mortality among the deaf and dumb greater by one-third, at least, than that of the general population of the same age.

If we count only the actual deaths in the several institutions, neglecting those who died at home, the result is more favorable. During the periods already explained, twelve died in the New York Institution, 1 in 187, or, excluding one by casualty, 1 in 204 ; seventeen died in the American Asylum, 1 in 113, or, excluding one by casualty, 1 in 120 ; fifteen died in the Pennsylvania Institution, 1 in 80 ; and eight in the Ohio Asylum, 1 in 145. Total of the four, including casualties, fifty-two deaths in the ten years, 1 in 126 ; or, excluding casualties, fifty deaths, 1 in 130.

The difference against the health of deaf and dumb children and youth, as compared with the general population of the same ages, is but too distinctly accounted for by the prevalence of pulmonary diseases among the former, the result of the scrofulous habit which characterizes so many of them, and which is often the remote or immediate cause of

deafness. The period of greatest danger being once passed, they often attain a good old age.*

So far as we have been able to ascertain, of the seventy deaths of deaf mutes embraced in the foregoing table, three were accidental and sixty-seven by disease; of the latter, eight in the New York list, six in the Hartford list, six in the Philadelphia list, and five in the Ohio list, twenty-five out of sixty-seven, were by pulmonary diseases. We observe by the Maryland census, that the deaths by consumption between the ages of ten and thirty were 176 out of 1,071, only one-sixth, while among the deaf and dumb of the same ages, this proportion appears to be more than one-third.

Prof. Porter, of Hartford, ascertained that of eighty-four deaths by disease among the former pupils of that school, of which the causes were known, forty-one, nearly one-half, were by consumption or kindred diseases: and Dr. Wilde states that of 217 deaths of deaf mutes in Ireland, of which the causes were specified, ten were registered as violent deaths, and seventy-seven (thirty-four of males and forty-three of females) were by consumption. Similar remarks have been made on the prevalence of consumption among the deaf and dumb in Germany.†

It will naturally be supposed that deaf persons are more liable than those that can hear warnings of danger, to fatal accidents, and such appears to be the case.

Of 109 deaths known to us among our former pupils, including those who died while pupils, four were drowned, (two in bathing and two in skating) four were run over by rail-cars, one was killed in a throng assembled on a public occasion, by a frightened team of horses bursting through the crowd; one was killed by a falling tree, and one perished by an explosion; total, eleven accidental deaths out of 109, or one in ten; but these were all males, while of the whole number of deaths,

* The census of 1850 mentions a deaf and dumb white woman in Williamsburgh District, South Carolina, who had attained to the age of 100 years. By the Prussian census of 1828, there was one deaf mute out of 8,223, between eighty-five and ninety years, and five between eighty and eighty-five years.

† See Mr. Day's Report, p. 197, (N. Y. edition.)

only fifty-two were males. Of the males, then, the accidental deaths were more than one in five; a very large proportion. It should be observed, however, that we are more likely to hear of a death among our former pupils, under such circumstances, than of one who died in his bed.

Of 115 deaths among the pupils of the Hartford Asylum, according to Prof. Porter, ten were accidental, of whom six were run over by rail-cars. From other American institutions we have no statistics under this head, except in the case of those who died while pupils, of whom one in Ohio was drowned.*

From all these statements, it would appear that nearly one-tenth of the deaths among deaf mutes from the age of ten to middle life, are by casualties; all such cases, so far as known to us, being males.

This last fact tends to show that the result is not owing so much to the want of hearing, as the characteristic fearlessness, impulsiveness and recklessness of male deaf mutes. They are prone to do all that hearing persons will do; and hence, for instance, with an imprudence which we can not too strongly reprehend, often walk on railroad tracks, whence one-half, nearly, of the accidental deaths of deaf mutes in New York and New England, are reported as run over by rail-cars.

Comparing this proportion of accidental deaths with the bills of mortality, we find in New Jersey, in 1853, 218 deaths out of 5,651 reported as "casualties," about one in twenty-six. In Maryland, in 1850, the accidental deaths were only one in forty-one. In the city of New York, in 1850, about one in twenty-seven. In all these cases, however, allowance should be made for the small proportion of casualties, and the large proportion of deaths by disease among infants and aged persons. After making such allowances, it will probably appear that deaf-mute boys and men are twice or

* Since writing the above we have noticed that, according to Mr. Hubbell, (*AM. ANNALS*, vol. vi., p. 124,) out of thirty-nine deaths among pupils of the Ohio Asylum, one was killed by a tree falling on him, one run over by a rail-car, and four drowned.

thrice as liable to sudden or accidental deaths as those who hear; while the female mutes, more timid and cautious, are not more liable to casualties than other females. But this single advantage on the part of the females is far more than balanced by their greater liability to disease. The rule seems to be universal, that children and youth who keep in doors and sedulously shun danger, though they often escape painful and even fatal accidents, do not, on the whole, live as long or enjoy as good health as those who go freely into the fields and streets; whose physical development is favored by varied exercise, and their constitutions hardened by exposure. Surely a golden mean can be found for deaf-mute children, between timid inaction on the one hand and reckless presumption on the other.

It is a fact of grave import that the rate of sickness and mortality among the female pupils of our institutions, should be so much more than among the males. It is, indeed, to be accounted for by the well known fact that consumption, and other kindred diseases, are more readily developed among girls than among boys, owing to the more sedentary habits of the former, and their greater propensity to follow, in dress, fashions injurious to the health. Still, as we find no such disproportion to exist, in this country at least, among the sexes after leaving school, the deaths of which we have information among the dismissed pupils both of the New York and Hartford schools, being equally divided among the sexes; the suggestion deserves serious consideration, whether more effective means than have yet been used, can not be found to check this liability of our female pupils to consumption.

It will be seen by the table already given, that the rate of mortality among the female pupils of the New York Institution, is smaller than in either of the other schools. And we hope for a yet more favorable result when, settled in our lately acquired *locale*, we shall possess greater scope and fuller incitement for the exercises and amusements of both sexes, in the pure, bracing air of Washington Heights.

The following table, taken, like most of those given in this paper, from the Thirty-fifth Report of the New York

Institution, will show the number of families containing more than one deaf mute each, as shown by the records of various institutions, and by enumerations made in some European countries.

NUMBER OF FAMILIES CONTAINING DEAF MUTES.

INSTITUTIONS OR COUNTRIES.	2	3	4	5	6	7	8	9	10
New York,.....	92	38	12	1	2	1	.....	.....	.....
Hartford,	103	42	13	7	3	2	.....	.....	.....
Ohio,.....	42	28	3	2	2	.....	.....	.....	.....
Philadelphia, (to 1836,)	19	7	4	2	1	.....	.....	.....	.....
Danville, Ky., (to 1836,).....	12	3	1	2	.....	.....	.....	.....	.....
Ireland,	287	127	33	8	3	1	1	.....	.....
Belgium,	147	54	14	4	.....	1	.....	.....	.....
Groningen,.....	42	12	2	1	.....	.....	.....	.....	.....
Prague,.....	14	4	1	.....	.....	.....	.....	.....	.....
Brunswick,	8	2	2	.....	.....	.....	.....	.....	.....
Paris,	16	12	5	.....	1	1	1	.....	.....
Leipsic,	13	7	1	.....	.....	.....	.....	.....	.....
Copenhagen,	29	9	3	.....	.....	.....	.....	.....	.....
Cardiganshire, Wales,.....	4	1	2	1	.....	.....	.....	.....	.....
Yorkshire Institution, (1837,)	17	7	2	1	.....	.....	.....	.....	.....
Zurich, (1828,).....	19	2	1	.....	.....	.....	.....	.....	.....
Totals,	864	355	99	29	12	6	2	.....	.....
London, (select cases,) .....	.....	8	12	8	1	2	1	.....	.....
Germany, do. ....	.....	.....	.....	.....	.....	1	.....	.....	.....
Case mentioned by Dr. Akerly in the United States,.....	.....	.....	.....	.....	.....	.....	.....	.....	1
Hereditary case in Kentucky, ....	.....	.....	.....	.....	.....	.....	1	.....	.....

Among our pupils have been twelve colored deaf mutes and one Indian boy. Twelve were blind of one eye; this misfortune happening, in several cases, by the same disease that destroyed the sense of hearing.

The number known to have been married is eighty-five males and one hundred and six females, of whom nineteen males and twenty-nine females married hearing persons, and sixty-six males and seventy-seven females married other deaf mutes or semi-mutes. The following table will show how these numbers compare with those of marriages of pupils of other institutions and of deaf mutes in other countries.

	Married hearing persons.		Married deaf mutes.	
	Males.	Females.	Males.	Females.
Pupils of the New York Institution,*..	19	29	66	77
" " Hartford Asylum,*.....	43	25	104	89
" " Ohio Asylum.....	13	4	18	21
" " Groningen Inst. (Holland,)	28	8	6	6
City of Paris,.....	14	4	15	15
Belgium, (census of 1835,).....	7	.....	1	1
Ireland, (census of 1851,).....	45	32	5	5
Yorkshire Institution, England,.....	1	2	.....	.....
Leipsic Institution, (Germany,).....	4	1	.....	.....
Prague, (Bohemia,)	6	.....	2	2
Luxemburg, (Netherlands,)	2	.....	.....	.....
Lyons, (France,).....	2	.....	.....	.....
Geneva, (Switzerland).....	1	.....	.....	.....
Russia, (incidental notices,).....	2	.....	1	1
Bavaria, (do. do.).....	1	1	.....	.....
Total,.....	188	106	218	217
Deduct the 3 American Institutions,	75	58	188	187
Remains for Europe,	113	48	30	30

From this table we learn that the marriages of deaf mutes and especially, between two deaf mutes, are far more common in America than in Europe; and that except among the pupils of the New York Institution, there are twice as many deaf-mute men with hearing wives as there are deaf-mute women with hearing husbands.

The Thirty-fifth New York Report cites the particulars of thirty-three families in Europe and America, in which were sixty-nine children, whose deafness seems, except perhaps in one case in which it was ascribed to an accident after birth, a direct inheritance from one or both parents. In thirteen of these families, eight in America and five in Europe, the father only was deaf-mute; in eight, four in America and four in Europe, the mother only was deaf, and in twelve cases, both parents were deaf. These are not all included in the table just given, but are reported from other countries and

* Some marriages have been deducted from the Hartford list that appear also in the New York list. There have also been marriages between educated and uneducated mutes, or between deaf mutes of our schools and semi-mutes, not pupils.

some from among the uneducated in this country not included in the table.

Only two cases are known among the 120 or 130 families formed by the former pupils of the New York Institution who have married, in which the infirmity of the parents has descended directly to their children. In one case the parents both deaf mutes, and the mother, one of seven deaf mutes in one family, had six children all born deaf. In the other case only one child of four was a deaf mute. A third case should perhaps be added in which a deaf-mute couple have a child that has become partially deaf by sickness. There have been four families which sent us pupils, of which one or both parents were uneducated deaf mutes, (the father in two cases, the mother in one, both parents in one,) and a fifth in which the father was a deaf mute, educated in England. But, counting only those whose parents were pupils of the Institution, there hardly seems to be one family in fifty in which the misfortune is transmitted directly from parents to children.

It is estimated, however, that of all the families embraced in the table already given, about one in twenty have deaf-mute children where both parents are deaf mutes, and about one in 135 where only one is a deaf mute; and that the brothers and sisters of a deaf mute are about as liable to have deaf-mute children as the deaf mute himself, supposing each to marry into families that have or each into families that have not shown a predisposition toward deaf-dumbness.

No instance is known among the pupils of the New York Institution of the direct hereditary transmission of deaf-dumbness through three successive generations. There are, however, two or three such instances recorded among the pupils of the Hartford Asylum and one in Ireland.

According to the most recent information, there have been found in those countries of Europe in which the deaf and dumb have been enumerated, 70,700 deaf mutes in a population of 92,710,190, or one to 1,311. In our own country, the proportion, according to the census of 1850, is less than one to 2,000 among the white population, and less than one to

5,000 among the colored population; but the returns are believed to be very defective.*

But while we thus appear to have a much smaller proportion of deaf mutes than is found in European countries, it is remarkable that the United States presents a much larger proportion of accidental cases, not merely in proportion to the whole number of deaf mutes, but absolutely in proportion to the population, than is found in any part of Europe, except certain parts of Germany. In Europe generally, the chances of the birth of a deaf mute are more than twice as great as in the United States, or 615 in a million there, against 278 in a million here, but the chances of the loss of hearing after birth are in Europe generally much less than in the United States, to wit, 154 in a million there, and 222 in a million here.

“Here is a problem worthy of investigation by our physiologists,” and it is difficult to conceive what causes could operate to produce at the same time a much less proportion of children born deaf and a much greater proportion of children deaf by sickness or accident in this country, as compared with Europe.

* The tables given in the volume recently published as the results of a careful re-examination of the original schedules, differ more or less in every State but one, and in some very considerably from those obtained from the census office a year ago, and on which the paper on the “Statistics of the Deaf and Dumb” was based. (AMERICAN ANNALS, vol. v., p. 1, 1852.) The errors, however, are both ways and nearly balance each other in the aggregate.

PUPILS OF AMERICAN SCHOOLS.

INSTITUTIONS.	BORN DEAF.			BECOME DEAF.			UNKNOWN CASES.		
	Males.	Females.	Total.	Males.	Females.	Total.	Males.	Females.	Total.
Hartford, to May, 1851,	286	251	537	275	188	463	37	23	60
New York, to January, 1854,*	240	252	492	254	177	431	130	95	225
Ohio, to December, 1853,....	121	88	209	151	116	267	51	33	84
Kentucky, 1849 to 1851, †....	31	13	44	17	15	32	7	2	9
Indiana, 1849 to 1851,.....	65	39	104	50	32	82	8	1	9
Illinois, January, 1851,.....	26	18	44	19	24	43	4	4	8
Tennessee, 1849,	12	7	19	8	....	8	2	2	4
Sum,.....	781	668	1,449	774	552	1,326	239	160	399
Deduct for repetitions, (mem- bers of more than 1 school,)	10	3	13	4	4	8	1	....	1
Remains,.....	771	665	1,436	770	548	1,318	238	160	398
Philadelphia, to Jan'y, 1840,	....	....	220	....	....	135	....	....	73
Philadelphia, Jan'y, 1842, to January, 1853, .....	....	....	156	....	....	116	....	....	3
General totals,.....	....	....	1,812	....	....	1,569	....	....	474

It is remarkable that, both among the pupils of the schools of New York and Hartford, there was a majority of accidental cases among the earlier, and a large majority of congenital cases among the later admissions.

The sum of European returns, except the German schools, gives 6,740 congenital to 1,673 accidental cases, or four congenital to one accidental, whereas, as we have just seen, the American returns give 1,812 congenital to 1,569 accidental, about eight to seven. Seven of the German Schools return 320 congenital to 345 accidental cases. Perhaps this result is to be ascribed in some measure to the fact that under the German system of instruction by articulation, deaf mutes who once heard are more desirable pupils than those who were born deaf.

* Excluding *idiots*, sixteen males and one female, most of whom were not deaf. It is to be observed, that of the 225 unknown, twenty-five were classed by Dr. Akerly as accidentally deaf, but the particulars have been lost. See Eighteenth Report, pp. 17 and 27.

† The complete list of pupils of this Institution, in the *ANNALS* for April, was not received in time for use in the preparation of this table.

The causes of deafness, as given in the reports and published lists of the various American schools, are thus classified. It is to be noted that the years for which or before which the observations are taken are the same as those in the table just given, except that we have no statement of the cause of deafness recorded at Philadelphia before 1842, and that the table having been prepared before the general lists for Ohio and Indiana were received, the numbers for those two schools were taken from partial statements in some of their reports. The column headed "Western Institutions," includes partial returns from Ohio, Indiana, Illinois and Kentucky and Tennessee.

The arrangement of the table is substantially that adopted by Dr. Wilde in his table for Ireland. It is only to be observed that to reduce the table to convenient limits, we have found it necessary to comprehend in classes, such of the minor causes of deafness as seemed to present no essential difference of nature or of operation, and to comprehend in the large final class of diseases not specified, (or of which the friends of the child could not give the name,) a few cases that seemed to be ascribed to inadequate causes.

CAUSES OF DEAFNESS OBSERVED IN THE UNITED STATES.

CAUSES.	New York.			Hartford.			Philadelphia— 1842 to 1852.	West. Inst's			Total for the U. States.
	Males.	Females.	Total.	Males.	Females.	Total.		Males.	Females.	Total.	
<i>1. Affections acting locally on the organs of hearing :</i>											
Scarlet fever,.....	44	39	83	54	36	90	43	30	19	49	265
Measles,.....	14	8	22	8	8	16	3	12	4	16	57
Small-pox,.....	...	...	...	1	1	2	1	2	...	2	5
Ulcers, gatherings, and similar dis- eases of head, ears, and throat,...	25	22	50	30	25	55	5	10	6	16	126
<i>2. Diseases and accidents affecting the brain and nervous system :</i>											
Typhus and other fevers,.....	14	4	18	38	15	53	6	28	20	48	125
Fits, spasms, convulsions, and ep- ilepsy,.....	7	7	14	4	2	6	5	2	4	6	31
Dropsy of head or brain,.....	5	3	8	9	4	13	4	1	2	3	28
Falls, blows, and other accidents,.	20	9	29	15	6	21	9	7	4	11	70
Whooping cough,.....	5	3	8	3	10	13	5	5	7	12	38
Sickness from fright,.....	...	1	1	...	...	...	...	...	...	...	1
<i>3. Causes unclassified :</i>											
Colds,.....	17	9	26	...	...	...	5	16	7	23	54
Spotted fever,*.....	1	...	1	27	21	48	1	...	...	...	50
Inflam'tion in head, ears, and brain,	18	15	33	18	13	31	2	13	12	25	91
Mumps,.....	2	...	2	...	...	...	...	1	...	1	3
Erysipelas,.....	1	...	1	...	1	1	1	1	1	2	5
Scrofula,.....	3	4	7	1	2	3	1	...	2	2	13
Various diseases and accidents un- known or doubtful,.....	75	53	128	69	44	111	25	51	37	88	352
Aggregate,.....	254	177	431	275	188	463	116	179	125	304	1314

Some of the causes of deafness in the third class, our medical readers may refer to the first or second. While we follow Dr. Wilde, so far as his table embraces the same *causes* as our own; we observe that some eminent German aurists make a different classification.

The spotted fever of New England is placed in the third division, because we have not been able to ascertain whether as to its effects on the sense of hearing, it should be classed with the *exanthemata*, as being an eruptive fever, or with typhus fever: the medical men whom we have consulted are not clear on this point.

* There is one case of spotted fever in the general list of Ohio pupils.

From the census of Ireland for 1851, of Belgium for 1835, and of Modena for 1838, and from the returns of various institutions, of which the tables for Groningen in Holland are the most extensive, a table of the causes of deafness observed in Europe, has been formed, of which we give the totals.

Scarlet fever,	128	Other causes affecting the	
Measles,	55	brain and nerves, . .	74
Small-pox,	51	Cold and exposure, . .	45
Various diseases of head,		Dysentery,	3
neck and ears, . . .	100	Worms,	6
Paralysis and apoplexy,	88	Scrofula,	19
Fevers (not eruptive,) .	283	Rheumatism,	19
Fright,	68	Injuries unspecified, .	18
Convulsions,	156	Other diseases not class-	
Injuries of head, falls, &c.,	84	ed,	100
Whooping cough, . . .	15	Causes unspecified, . .	318
			1,630

From a comparison of these two tables we learn that scarlet fever is the most frequent cause of deafness in the United States, and the various forms of typhus and other non-eruptive fevers the most frequent in Europe. It is to be noted, however, that scarlet fever seems proportionally as prevalent as a cause of deafness, in Saxony, as in the United States.

It is only within the last fifteen or twenty years that scarlet fever has assumed this important place in our tables of the causes of deafness. Out of 581 pupils of the New York Institution who entered before 1840, only eight were deaf by scarlet fever, only one in seventy of the whole number, or one in twenty-five of those known to have become deaf after birth. Out of 569 who entered since January 1, 1840, seventy-five were deaf by scarlet fever, nearly one-seventh of the whole number and just one-third of those known to have become deaf after birth. Hence it appears that cases of deafness by scarlet fever are proportionally about ten times as numerous since 1840 as before. The returns from the other American schools show very similar results.

This phenomenon is accounted for by referring to the bills of mortality for the past fifty years, which show that, in the great cities of the United States, and probably in the country also, scarlet fever either ceased to prevail from about 1800 to 1829, or was of so mild a type as to demand little attention from the physicians. Since 1829 this disease has entered on a cycle of unusual activity and virulence, and has become one of the most fatal diseases of children. From the ages at which our pupils are admitted, those who have become deaf since 1829 would mostly be admitted since 1840.

The annexed table shows the ages at which hearing was lost, as shown by the New York and Hartford lists, and by the statements given in the Philadelphia reports from 1842 to 1853 inclusive. The numbers given for Hartford being the result of a count made from the printed list, differ from those given in the *ANNALS*, vol. iv., p. 235.

AGES AT WHICH HEARING WAS LOST—UNITED STATES.

AGES.	New York Institution.				Hartford Asylum.				Philad'a.		Summary.	
	Males.	Females.	All cases.	Scarlet fever.	Males.	Females.	All cases.	Scarlet fever.	All cases.	Scarlet fever.	All cases.	Scarlet fever.
Under one year,	33	20	53	5	42	28	70	8	22	2	145	15
1 year and under 2, . . .	48	28	76	10	82	46	128	16	27	11	231	37
2 years and under 3, . . .	37	31	68	8	48	51	102	16	20	4	190	28
3 years and under 4, . . .	11	14	25	11	27	14	41	18	18	5	84	34
4 years and under 5, . . .	19	7	26	14	21	20	41	12	9	4	76	30
5 years and under 6, . . .	18	7	25	10	12	5	17	5	9	9	51	24
6 years and under 7, . . .	8	10	18	8	8	5	13	3	2	1	33	12
7 years and under 8, . . .	2	2	4	1	7	3	10	6	2	2	16	9
8 years and under 9, . . .	5	1	6	2	1	1	2	1	3	2	11	5
9 years and under 10, . . .	2	..	2	1	2	..	2	1	..	..	4	2
10 years and over, . . . .	..	4	4	..	..	..	..	..	1	..	5	..
Ages not given,	71	53	124	13	25	12	37	4	3	3	164	20
Totals,	254	177	431	83	275	188	463	90	116	43	1,010	216

For other tables and more extended remarks, the reader who is interested in the subject can refer to the Thirty-fifth Report of the New York Institution; a paper compiled with much labor and research, and embracing details on the various points connected with the statistics of the deaf and dumb, fuller than are to be found in a collected form in any other publication with which we are acquainted.

REPORTS OF INSTITUTIONS.

BY THE EDITOR.

WE have lately received the annual reports of most of the principal institutions for the deaf and dumb in the United States; and as they present, with considerable particularity, the existing state of deaf-mute instruction throughout the country, we have thought it expedient to give them a somewhat more formal and extended notice, than has been our custom heretofore.

In looking over these documents, one fact has struck us with singular force; namely, the very great degree of prosperity which the good cause of deaf-mute education exhibits in all parts of our land. Public favor seems never to grow weary in its efforts to raise this afflicted class from their ignorance and degradation; every reasonable claim which their friends present in their behalf, is promptly and cheerfully met; and the determination seems to be almost universal that everything possible shall be done, to lighten the burden of their great calamity.

And in respect to those who are immediately engaged in the instruction of the deaf and dumb, we are happy to say that they generally appear to be actuated by pure motives, and filled with an earnest, progressive, truth-seeking spirit. There may be some among them, (it would be strange if there were not,) who are half disposed to consider that the *ultima thule* in the art of deaf-mute instruction has been already reached; that the only remaining duty of the teacher is a faithful and diligent application and exercise of the methods heretofore invented; that no higher degree of success can ever be attained, and that every departure from the beaten track, is a mere wandering to no purpose; a profitless waste of time and labor;—but such, we are sure, is not the general feeling. No Rome was ever yet built in a day, and no system of public instruction was ever made perfect in one generation. Most American teachers of the deaf and dumb doubtless agree with us in the conviction, that the whole

capabilities of their art have not yet been exhausted, and that higher and speedier results than any hitherto attained may reasonably be expected in the years to come. We do not propose, however, to enter at large into this question at present, but merely to note down the main features of our deaf-mute institutions, as they *now* appear.

THE OHIO INSTITUTION.

The present number of pupils is *one hundred and fifty-eight*; "much the largest," says the report, "that has been in the institution since its establishment." After specifying certain points of local interest, Mr. Stone alludes to the convention of American Instructors of the Deaf and Dumb, held at Columbus last summer, and adds the following very just remarks.

"The happy influence of such gatherings upon the cause of deaf-mute education, can scarcely be estimated. This science is still, in an important sense, in its infancy. The merits of particular methods of instruction, are not so definitely settled, or distinctly perceived, as to commend them to universal adoption. The best systems that have yet been devised, and the best text-books that have been prepared, may still be very far from the best possible. Every successful teacher must, at least for the present, be not only a learner, but an experimenter and investigator. There is, for these reasons, the more occasion for those engaged in this department of education, to meet together at stated intervals, to compare views, and to discuss the principles of their profession."

The principal portion of the Report is devoted to an exposition of the necessity for erecting new buildings, to accommodate the deaf and dumb pupils of the State, and the expediency of retaining the site at present occupied by the Institution. The reasons for doing so, are strongly put and will, we trust, prove successful.

Mr. Stone alludes to the desirability of workshops for the employment of the pupils, and presents some judicious views respecting the best age for their admission to the privileges of the school. His conclusion is, "to admit none under the age of *ten*, and generally to discourage their

admission until they reach the maturity of twelve." We could name one institution, at least, where the practice of receiving them at an earlier age, has been productive of many evils.

Mr. Stone disapproves of the policy of making a distinction in distributing the bounty of the State; in some cases, requiring the friends of the pupil to pay the cost of his education, and in others making that education gratuitous. We entirely concur in the following remarks.

"I would again call the attention of the Board to the existence of the law which requires applicants for admission to the Institution to produce a certificate of their poverty, before they can receive benefit from the provision made by the State. The Institution is supported by the State, and every citizen should have an equal opportunity to enjoy the advantages it affords. Least of all should the burden be imposed upon one who has a child that is afflicted with the calamity of deafness, either to pay for his education, or to bring proof of his inability to do so. The pecuniary return which this requirement brings to the treasury of the State is very small, while its operation is offensive, and is felt to be unjust. Cases not unfrequently occur, where parents retain their children at home, rather than pay for their education, or bring the required certificate of indigence. The benefits of the other institutions are free to every proper applicant, and there is no reason why this should be made an exception. I am persuaded that it is only necessary to attract the attention of the Legislature to the nature and operation of this law, to insure its repeal."

The report of the physician attached to the Institution states the gratifying and remarkable fact, that, notwithstanding the increased numbers of the pupils, and the crowded state of the buildings consequent upon that increase, not one death has occurred during the year past, and not one case of prolonged or serious illness. This certainly speaks well for the salubrity of the location, and the sanitary skill and care of the managers of the establishment.

After a few pages of specimen compositions, (many of them quite creditable to their authors,) such as are usually given in the reports of deaf-mute institutions, the document

closes with a complete list of all the officers and all the pupils of the Institution, from its commencement down to the present year.

THE PENNSYLVANIA INSTITUTION.

One hundred and thirty-nine, is the number of pupils instructed by the Pennsylvania Institution, during the year past. The Report of the Directors is a brief document; the part of greatest general interest being that which refers to the death of Mr. Weld. It will be recollected that Mr. Weld was for several years, the Principal of the Pennsylvania Institution. The Directors conclude their notice of his decease with the following words.

“Mr. Weld was eminently qualified for his situation. He possessed a fine understanding, and great devotedness in the discharge of his duties, and the object of his instruction was not only to inform the mind, but to cultivate the heart, and form the character of his pupils on a Christian basis. He was remarkable for his purity, his integrity and his singleness of purpose, and he could not fail to make a deep impression on those under his care, both by his precept and example. He has not lived in vain. His influence will be long felt, and his memory cherished, not only by his pupils, but by all who enjoyed his friendship.”

The appendix to the report contains a variety of matter relating to the general subject; among which is a collection of historical facts in regard to the Institution, (already published in the *ANNALS*;) some account of the course of instruction pursued in the establishment; “directions for teaching deaf mutes at home;” and Dr. Meniere’s letter on the “Cure of Deafness,” (translated by Mr. Clerc for a late number of our periodical.) Apropos to this letter, there is a reference to Dr. Wilde’s late work on Aural Surgery, in which he reaches the following conclusion: “I do not believe,” he says, “the true congenital deaf mute was ever made to hear; and those who lose their hearing so early in life as never to have acquired the faculty of speech, come into the same category.”

The compositions of pupils are good; those signed with the initials "M. M. B." being, in our judgment, especially commendable.

No death has occurred at the establishment during the past year, although there have been "several cases of severe indisposition."

The State appropriation is declared to be insufficient to allow of the admission of all the applicants; *twenty-four* such being now "anxiously awaiting their turn;" and an additional sum of two thousand dollars is solicited from the Legislature.

The pupils are divided into eight classes; *seventeen* being about the average number in each class; as many, perhaps, as can be profitably instructed by a single teacher.

VIRGINIA INSTITUTION.

This, as many of our readers probably know, is a double institution; embracing both the deaf and dumb and the blind. It was originally organized with a principal for each department; but upon the death of the Rev. Mr. Tyler, it was decided that "the interests of the institution would be best promoted by entrusting the control and supervision of both schools to the hands of one principal." Accordingly, Dr. Merillat, who had previously acted as principal of the blind department, was appointed to the charge of both.

The report of the Board of Visitors begins by commending the "satisfactory manner" in which the affairs of the institution have been conducted during the past year. They express their belief, "that in no academy in our land, on whatsoever principles conducted, is there as little immorality or as much decorum displayed as here; indeed, they are of opinion that, under the influences here brought to bear, the pupils are rendered far more docile and tractable than would be possible with children in the full possession of all their faculties."

At the last meeting of the Board, Mr. J. C. Covell, the chief teacher in the deaf-mute department, "in consideration

of his past valuable services, and present deserts," was honored with the appointment of "assistant principal." This office of assistant principal exists, we believe, in no institutions for the deaf and dumb, except those of Virginia and Kentucky; but it strikes us that it should have a place in every well-ordered establishment. During the absence or illness of the principal, some one must discharge his duties, and it is certainly no more than just that whoever performs the labor of the position, should receive all the credit that may be attached to the title.

The Visitors state the singular fact that *sixty-three* of the counties in Virginia have never yet furnished a single pupil of either class (blind or deaf-mute) to the institution; and that from *fifty-two* counties there has not even been any application for its privileges. It is evident that there is yet much work to be done in the "Old Dominion," to enlighten the people in respect to the advantages of education to their blind and their deaf and dumb.

The Report of the Principal is a document of considerable length and no small interest; but we can only note a few of its main points. The wants of the institution, he says, owing to the liberality of the Legislature, are now few. The buildings are "unsurpassed for extent, beauty and convenience of arrangement, and are replete with every comfort that modern ingenuity has devised." One pupil has died during the year, out of the *sixty-seven* (deaf mutes) who have been under instruction.

A part of the report is occupied with a history of the institution, followed by a description of the buildings and grounds and an exposé of its internal organization. We make room for the following paragraphs.

"The grounds contain about forty acres of land. The site of the buildings combines the advantages of a town and country residence, being far enough to avoid the noise and bustle of the streets, and still near enough to render the town accessible at all times. It is the southern extremity of a hill, sloping from the buildings in all directions, except on the north side, where it is level and covered with large trees, which in winter ward off the keen blasts and in summer afford

delightful and shady walks. A piece of flat land of unsurpassed fertility, and which also belongs to the institution, encompasses the hill and adds much to the beauty of the scenery as well as to the economy of the household.

"The buildings consist of a main center edifice, with a beautiful portico ornamented by six fluted columns of the Doric order, and of two wings four stories high, each with a covered piazza ten feet wide and sixty feet long, for the exercise of the pupils. The whole front is 182 feet. There are besides, two wings running back toward the north, and two detached buildings fifty-three feet by thirty-five feet, three stories high—one for the accommodation of the shops, the other for the laundry, bakery, etc. A building eighty-four feet by fifty-four feet is in the course of erection. It is intended for practicing and recitation rooms, a large school-room for the deaf-mute department, and a chapel. All these buildings are of brick, covered with tin; and I trust that before the winter sets in they will be warmed by steam and lighted with gas generated on the premises of the institution."

The remainder of the Report is devoted to remarks upon domestic economy, finances, government and instruction.

A list of all the pupils in both departments, who have been connected with the institution from the first, is added; from which we learn that the whole number is *two hundred and forty-seven*; deaf mutes, *one hundred and fifty-four*, and blind, *ninety-three*. Of these, says Dr. Merillat, "*one hundred and forty-six* have returned to their friends; the majority of them fully prepared to occupy a useful place in society, and all much better men and women than they would have been, without the intervention of this institution."

WISCONSIN INSTITUTION.

This is one of the youngest of the American schools for the Deaf and Dumb. Its second annual report, a brief pamphlet of fifteen pages, is before us. It is "located" at Delavan, and a small edifice thirty-two feet by forty-four, (a part of a much larger one to be built when demanded,) is already finished. The present number of pupils is *eighteen*. During the last year, Mr. Louis H. Jenkins, formerly an

instructor in the Ohio Institution, has been appointed principal, and has entered upon his official duties. We have lately received a Wisconsin paper which contains an account of an exhibition made by Mr. Jenkins in the city of Milwaukee, together with his address on that occasion. The remarks in the paper referred to, show that the citizens of Wisconsin have taken hold of the subject with no small degree of hearty good-will.

The address of Mr. Jenkins was well calculated to increase the interest already existing; and present appearances indicate that the Wisconsin Institution for the Deaf and Dumb will meet with the same favor and secure the same prosperity, that other similar institutions in the West have been so fortunate as to enjoy. Our best wishes, of course, attend the enterprise.

INDIANA INSTITUTION.

Mr. McIntire, the superintendent, is assisted by five teachers and two monitors. There is a Report of the Trustees, a Report of the Superintendent, and a Report of the Physician. The Trustees speak of the resignation of Mr. Brown and the accession of Mr. McIntire, and declare themselves "highly satisfied" thus far, with the latter gentleman's "management of the Asylum." They, moreover, express the conviction that his "administration of its affairs will prove fully equal to that of his able and accomplished predecessor."

Indiana has always displayed a spirit of singular liberality toward its benevolent institutions. The appropriations of the Legislature have been amply sufficient to liquidate the debts and meet the current expenses of the Asylum; and no applicant for admission to its privileges, has ever yet been refused.

During the past year, a cooper-shop has been erected for the employment of the male pupils, and it is the design of the Trustees to add buildings for other branches of business, as fast as possible.

The Report of the Superintendent expresses "devout thankfulness" for the present prosperous state of the institu-

tion; speaks of the number of pupils (*one hundred and twenty-nine*) in actual attendance, and the States from which they come; glances at the rapid progress made in the education of the deaf and dumb throughout the country; congratulates the Board of Trustees and the citizens of Indiana, upon the entire release of the Institution from debt; gives, as by law required, the amount of all expenditures since the previous report, and for what purposes; enters at some length into the question concerning the establishment of workshops for the instruction of the pupils in various mechanical branches; discourses of the buildings and lands of the Institution, with other matters of local interest; and closes with a list of the newspapers, daily and weekly, with which the pupils are supplied by the liberality of their proprietors. The Institution is now receiving *forty-four* different papers; most if not all of them, published in the State of Indiana.

The physician reports the death of one pupil during the year, and one case of insanity.

No specimens of the capacity of the pupils for original composition are presented in this report.

So full an account of the Indiana Institution was given in the last number of the ANNALS, that there is less necessity for dwelling upon it now. It is evidently well managed and in a high condition of prosperity.

KENTUCKY INSTITUTION.

From this institution we have its *thirtieth* annual, and *first* biennial Report. It is mainly devoted to a history of the institution, from its commencement; the same in substance as we have already published in the ANNALS. This is followed by some judicious directions in regard to the training of deaf-mute children at home, before their admission to the privileges of a public school, and similar suggestions as to their treatment after they leave the institution. We can merely name the remaining topics of remark. They are: on the comparative enjoyment of educated and uneducated mutes; change of the moral character of educated mutes;

articulation, in which the testimony of Mr. Baker of England is quoted; on curing deafness, embracing extracts from Dr. Meniere's letter and Dr. Wilde's book; prevention of deafness; the Hoagland family; idiotic mutes; schools for idiots; notices of the Louisiana and Missouri institutions for the deaf and dumb; and various matters of a local character.

Mr. Jacobs has devoted considerable attention to the subject of instructing idiots, and the appendix of the Report gives a letter from Dr. Wilbur, with extracts from one of his reports. There is room in Kentucky for a school of this nature, and we trust that Mr. Jacobs will not suffer his zeal in behalf of the idiotic to cool, until some *practical* measures are taken to secure one. Mr. Jacobs closes his expositions of this matter with the following appeal.

"Kentucky was one of the earliest states to establish a hospital for the insane—she has built a second one, a magnificent palace; she was the fourth state to establish an institution for deaf mutes; she has established a school for the blind: will she not now crown the glory of her benevolence by a school for that class of her children, totally helpless and imbecile; but capable of a degree of improvement, so gratifying to benevolence, so valuable to themselves, so great a relief to their wretched parents, and at the same time tending to remove a permanent pecuniary and yearly increasing burden from the state?"

The number of pupils connected with the institution in November, 1853, was *eighty-seven*; males, *forty-nine*, and females, *thirty-eight*. No death has occurred among them for the last two years, and only a solitary case of serious illness. The Kentucky Report has one peculiar feature; namely, a list of all the deaf and dumb in the state, as reported in the commissioners' books from 1849 to 1853, inclusive.

NEW YORK INSTITUTION.

The Report of this institution for the present year is almost a volume in itself, numbering *one hundred and eighty-nine* pages. The catalogue of pupils embraces the names of

two hundred and seventy-eight males and females ; distributed into *fourteen* classes, under the care of the same number of teachers, *four* of whom are ladies. Few cases of serious illness have occurred, and no death has taken place in the institution during the year. Three of the pupils, however, have died at home ; and death also has removed the attending physician of the establishment, Dr. Nicholas Morrell.

Dr. Peet's Report, occupying *one hundred and twenty-one pages* of the pamphlet, is principally devoted to the statistics of the deaf and dumb ; an important and interesting, but yet somewhat difficult and laborious field of research. Numerous tables are presented, which cover European as well as American ground, and show the most indefatigable industry on the part of the compiler. Did space permit, we should be happy to print some of the results at which Dr. Peet arrives in his investigations ; but this article already threatens to be too long. Dr. Peet makes considerable use of the tables heretofore published in the *ANNALS* ; which we are glad to see, furnishing as it does, satisfactory proof of the correctness of our opinion in regard to the utility of such tables, for all purposes of statistical inquiry.

Several pages of the Report are devoted to statements concerning the new buildings of the institution, of which we have already sufficiently spoken in a preceding number.

The customary Report of the annual examination was submitted this year by the Rev. Dr. Adams ; and the highest praise is deservedly given to the general condition of the establishment and the progress of the pupils in the attainment of useful knowledge. We quote a single extract, as follows. "Often as the members of your committee had previously attended similar exercises, and great as was the attention they had given on former occasions, to the course of study pursued in the institution, they confess to an agreeable surprise upon ascertaining the number, the clearness and the correctness of the ideas on general subjects, outside of the prescribed routine of class instruction, which the pupils had acquired."

LOUISIANA INSTITUTION.

The Second Annual Report of the Louisiana Institution for the Deaf and Dumb and the Blind, is a brief document embracing the Report of the Administrators and the Report of the General Superintendent, Mr. J. S. Brown, formerly principal of the Indiana Institution. This young establishment, situated at Baton Rouge, the capital of the state, has made a prosperous beginning of what we trust will prove to be a long and useful career. The Blind have not yet been received by the institution; provisions for their comfortable accommodation not having been completed. The hope, however, is expressed, that they may be admitted in the coming autumn. The number of deaf mutes is already *twenty-four*. Mr. Brown remarks that "no schools of the kind in the Union, though established in states containing a far greater population than Louisiana, have ever exhibited, so early in their history, a more rapid increase."

The superintendent laments the death of two "most valuable officers" of the institution, during the past year, by yellow fever; namely, Mr Thomas Wood, the steward, and Mr. Martin M. Hanson, one of the instructors. These gentlemen, Mr. Brown remarks, "were previously holding responsible and honorable positions in a distant state; when, among other considerations, moved by friendship for, and remembrance of former associations with the writer, they accepted the situations here tendered."

AMERICAN ASYLUM.

The Report of the present year makes mention of several recent changes in this institution. By the death of Mr. Weld, Mr. William W. Turner has become the principal of the Asylum. Mr. Luzerne Rae has succeeded Mr. Turner as instructor of the Gallaudet High Class. Mr. Cooke has resigned his situation, and Mr. Holmes and Mr. Storrs, the first from Yale and the second from Amherst colleges, have been appointed instructors. The Rev. Mr. Baldwin has also resigned his office of steward and family guardian, and

Mr. Lucius Morton has been elected to take his place. And to complete the list of changes, Dr. George Sumner, who for *twenty-five* years past, has been the physician of the Asylum, having become "disabled by ill health," Dr. E. K. Hunt has been chosen his successor.

The names of *one hundred and ninety-three* pupils are given. No death has occurred among them. A large addition to the buildings of the Asylum has been commenced. One of the objects contemplated is "the establishment of a juvenile department" of instruction.

A large part of the Report is occupied with an obituary notice of Mr. Weld; the same that we have already published in the ANNALS. We trust it is from no partiality of personal feeling that we pronounce the Asylum in a condition of prosperity unsurpassed in its former experience, and that it promises, in the future, results of greater interest and benefit to the deaf and dumb, than have ever yet been attained.

MISCELLANEOUS.

BY THE EDITOR.

"THE monument which, some two years ago, the deaf and dumb voted to erect to the memory of the Rev. Thomas H. Gallaudet, LL. D., their first teacher and friend, will be raised on the grounds of the American Asylum, on *Wednesday, the sixth day of September next*, in the presence of the President, Directors, Professors and Graduates of the Asylum, the Principals, Professors and other officers of the other institutions for the deaf and dumb throughout the United States, the Mayor and city officers of Hartford, the Governors and other distinguished gentlemen of New England and other neighboring states, to whom letters of invitation to attend, will be sent in the course of August.

"A graduate of the Pennsylvania Institution has been chosen to deliver the oration, and has accepted the appointment. Other graduates of other institutions, such as are thought suitable for the purpose, will be invited to come forward on the platform and deliver speeches of *one* or *two* pages in length; for as there will be many speakers, they must necessarily make short addresses, to be delivered by signs and prepared in writing for the benefit of the hearing and speaking public.

"None need tax his brain, in order to find out pretty things to say. Eulogies on the dead should not be overdone, justice has been done to the memory of Dr. Gallaudet; the great services which he has rendered, are generally and gratefully acknowledged. All that the speakers will have to do, therefore, is simply to express the feelings of love, respect and gratitude which all the deaf and dumb feel for him. One will speak for the deaf and dumb of his native state, another for the deaf and dumb of another state; and so on, till we arrive at twelve or thirteen, which is the exact number of the institutions now existing in the United States.

LAURENT CLERC,

President of the Gallaudet Monument Association.

"N. B. In order to save trouble and postage, the Principals and Professors of all the institutions for the deaf and dumb, are respectfully requested to consider the invitation to honor the meeting with their presence, as already understood, and to expect no other.

L. C."

The Hoagland Family. One of the most remarkable cases of hereditary deafness with which we have any acquaintance, is that of a family in Kentucky, by the name of Hoagland, some account of which is given by Mr. Jacobs, in the last Report of the Kentucky Institution. This family consists of a father, himself deaf and dumb, with seven deaf-mute children. He has two deaf-mute nephews, one of whom is married and has two deaf-mute children. He has also a hearing sister who has two deaf-mute sons, one of whom has three children, all deaf mutes. *Seventeen* deaf mutes in a single family, is certainly a circumstance of rare occur-

rence. There is also a family in Kentucky, named Adkins, *nine* of whose members are deaf and dumb.

Evils of a Damp House. We take the following paragraph from a late number of *Household Words*.

"There was a house some years since, a damp house, where two children out of three were totally deaf. When the family left it a young couple came in, and lived there till they had eight children, *five* of whom were deaf and dumb. What a dreadful watching it must have become at last, when the fate of two or three was known, Of course the parents were unaware of the cause of the mischief."

We may be allowed to insinuate a doubt as to the dampness of the house being the "cause of the mischief," or at least, the *sole* cause. Damp houses are somewhat numerous in the world, but the deafness of the children born in them is by no means a frequent result. The reasoning in this case, as in so many others, seems to be of the *post hoc, ergo propter hoc* character.

New Buildings in Louisiana. A private letter from Mr. Brown informs us that the Louisiana Institution for the Deaf and Dumb and the Blind, over which he presides, is soon to have one of the most magnificent structures of the kind in the world. He says: "The facade of our buildings, if placed on a line, would be *four hundred and eighty-four* feet, varying in height, from two to five stories. This is exclusive of the veranda surrounding most of the buildings, which is two stories high and *eight hundred and forty* feet long; principally constructed of iron." Mr. Brown speaks of the school as in a flourishing state; with its prospects for the future quite encouraging.

Fatal Accident. We regret to learn that Joseph Woodward, a deaf mute and former pupil of the American Asylum aged about fifty-five years, was crushed to death by the cars, while walking on the railroad near Willimantic, Conn. The sad frequency of such calamities among the deaf and dumb, should teach them greater carefulness. Walking upon a railway, to persons destitute of hearing, is *always* unsafe.

Suggestions. A correspondent in Indiana inquires whether it would not be desirable to have all deaths and marriages among the deaf and dumb, so far as ascertainable, published in the ANNALS. We certainly think so; and we respectfully request those who may be cognizant of such events, to communicate them to us for publication. Our correspondent sends the following.

Married at Indianapolis, May 2nd, by the Rev. Pres. Lynch, Prof. Philip G. Gillett, of the Indiana Deaf and Dumb Institution, to Miss Ellen M., daughter of I. N. Phipps, Esq.

Some of the New York papers contain a full and minute account of a wedding which took place at the New York Institution last month. The parties were, Mr. Isaac Lewis Peet, Instructor of the High Class in that Institution, and Miss Mary Toles, a former pupil. The services were performed at the Church of the Puritans, in the presence of a very large and deeply interested audience.

A correspondent in Louisiana proposes that a greater number of brief articles, of a page, or even half a page in length, should be furnished for the ANNALS. We agree with him entirely on this point. Let no one who has anything to say appropriate to our columns, hold it back because he has no more. We need to give our periodical a greater variety of matter, a more miscellaneous character; there is danger that long and labored papers, valuable as they may be, will occupy more space than they can rightfully claim. Give us, then, we ask, brief articles, and *enough of them*.

We have on hand a paper from Mr. Burnet, which we are compelled to reserve for the next number.

A WORD TO CONTRIBUTORS AND CORRESPONDENTS.

The Sixth Volume of the ANNALS is brought to a close with this number. The present editor is under obligation to conduct it for, at least, one year longer, and in order to do so, with satisfaction to himself and profit to his readers, he is desirous of securing a more active coöperation from

those who are interested in the publication; those especially who are immediately connected with institutions for the deaf and dumb. We are well aware that most of these gentlemen find little time to spare from their daily duties, particularly in the younger institutions, but we do not despise "small things." If, for any reason, they are disinclined to attempt long articles, or such as are difficult of preparation, let them send us brief communications, (even paragraphs will be acceptable,) upon subjects proper for our periodical. We shall thus secure greater variety, and consequently greater interest, than has been the case hitherto; and we shall be spared the perplexity which has often attended the making up a number; both in regard to its contents, and its appearance in due season.

The literature of our profession is limited. We have searched, with considerable diligence, such works on the general subject as lay within our reach, and already exhausted the extracts and translations that seemed appropriate to our purpose. Hereafter, we must depend, almost entirely, upon original contributions; and if the few in our country who are capable of producing these, neglect to perform their duty, it is very evident that the *ANNALS* will henceforth present little else than a "beggarly account of empty" pages.

Let each institution for the deaf and dumb in the country, hold itself responsible for a certain portion of every volume, and see that nothing prevents it from furnishing its proper supply, and the editor will have no farther cause to complain.

